

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. The Finding of Data**

To get the data, the researcher took the data by sent the link of Google form via WhatsApp application. The researcher used DCT and interview for the instrument of the research. The DCT consisted of nine scenarios, in which the subjects was expected to disagree with their interlocutors in each situations. The DCT questionnaire used here presented a brief description of certain situations, which specified the setting, the social distance between the interlocutors and their status relative to each other. The DCT used to investigate in research question. Besides that, the researcher also used interview as addition instrument. The interview used to gain addition data and to ensure the answer of the respondents from the DCT.

##### **1. The Data Finding from the DCT**

The researcher used the DCT in conducting the data. The DCT is a written role-play questionnaire where respondents transcribe what they think they would say in specific situations. The researcher takes 50 participants required of 25 males and 25 females. After the researcher conduct the research, the researcher found 2 type

of disagreement responses. The first type found in the DCT is type disagreement responses proposed by Muntigl and Turnbolls and the second type of disagreement proposed by Samira Bavarsad et.al. The researcher would describe the data by the gender. The DCT consist nine scenarios, there are :

**Situation 1:**

You are shopping for dresses for a party with your best friends (Diana & Hanna). Diana is choosing a dress you think is ugly and does not suit her, but Hanna says to Diana, “You need to buy it! You look so pretty. ” How will you respond if you disagree?

**Situation 2 :**

One of your lecturers named Mr. Rizky is a humorous lecturer both in and outside class. He is an experienced senior lecturer who is able to attract his student’s attention well. Mr. Rizky is always humorous in delivering his materials. You feel convenient and enjoy his lecturer. However, you are dissatisfied with the grade you obtained for the course, which is C. Even more, when knowing the grades you earned you actually deserve an A. To overcome your dissatisfaction, what would you say to Mr. Rizky ?

**Situation 3 :**

You are in a car with your brother. You know the way very well, and you have to turn left at the next intersection, but your brother says: “I am turning right here. I think it’s a short cut. ” However, you do not agree, so you say:

**Situation 4 :**

You get a bad score on your mid-term. Your father says to you: “You should focus only on your studies and leave all organizations or clubs you are involved in. ” You do not want to follow what your father said so you say:

**Situation 5 :**

You sit next to a girl in the first day of orientation on campus. You never met her before. However, she suddenly says to you: “ I have no idea why my parents sent me to this boring place again. I would rather work now and make money. Going to school is just useless and a waste of money. ” You do not agree with what she said so you say:

**Situation 6 :**

You are sitting in a restaurant and ordering your favorite food. The waiter suggests not eating this food and trying the new special menu in that restaurant. You disagree with his offer. What would you say to the waiter?

**Situation 7 :**

At this moment you are talking a lecture taught by Mrs. Amanda who has been teaching for 10 years in your university. Mrs. Amanda is one lecturer who easily communicates with students. She always provides time for students to ask whether in or outside class. Even, she often gives spare time to serve the students. This friendliness make students adore her. One day you are not allowed to take her since you have not submitted the assignment as the prerequisite for the test. However, you are sure that you have submitted the assignment. What would you say to Mrs. Amanda ?

**Situation 8 :**

By coincidence, you see one of your old friend, Elsa, in the street and he tells you to change your hairstyle because it's not beautiful and you look older. Unlike him, you like this style a lot. What would you say to Elsa?

**Situation 9 :**

You are discussing with your friends about the courses of the next semester during the break between two classes. Suddenly, Jane, one of your

classmates, says something about the difficulty of the courses. A few days ago your friends, Eko and Maria, who are studying in that courses pass the exam and tell you exactly the opposite of what Jane said. What would you say to Jane ?

## 1. Types of Disagreement Proposed by Muntigl and Turnbull

### 1) Irrelevancy claim

Table 4.1 the total number of student in applying irrelevancy claim in each situation.

Situation	Respondent		Example
	Male	Female	
1	M4, M6, M7, M12, M15, M23	F21, F22	<ul style="list-style-type: none"> <li>➤ Just wear clothes that you like</li> <li>➤ Okay, because this is for your party, I'll buy a dress that you think is nice, Diana</li> </ul>
2	M1, M13, M18, M22	F6, F10, F22	<ul style="list-style-type: none"> <li>➤ Relax, every teacher like people never give up</li> <li>➤ Ask for more value considerations</li> </ul>
4	M1, M16, M19, M21, M23	F13	<ul style="list-style-type: none"> <li>➤ There are still other obligation to focus on besides this</li> </ul>
5	M18, M22	-	<ul style="list-style-type: none"> <li>➤ You have to learn more</li> </ul>
7	M13	-	<ul style="list-style-type: none"> <li>➤ Sorry mrs I have urgent needs that are fardhu kifayah, please give me a dispensation for this time</li> </ul>
8	M13, M17, M23	-	<ul style="list-style-type: none"> <li>➤ Elsa, your hair is nicer that you used</li> </ul>

			to now
9	M1, M7, M8, M9, M12, M14, M15, M18	F10, F18	➤ Thank you It turns out that this course is easier than what you think so try?

Irrelevancy claim is type of disagreement that the speaker shows a previous claim is not relevant to the discussion of the topic at hand.<sup>1</sup> The total number of male students who uttered irrelevancy claim in all of situation are 29 students while the total number of female students who uttered irrelevancy claim in all of situations are 8 female students. This total is female student more less than the total of male respondent in applying irrelevancy claim. The researcher guessed that the male respondent who uttered irrelevancy claim maybe miss understanding or lack of understanding in comprehend the question. Besides that question use unfamiliar vocabulary so that there are respondents who don't really understand it. The most irrelevancy claim used in situation 9, in this situation the context situation may be unfamiliar in their ears. So that they lack of understanding in comprehend this situation. In contrary with female student, the researcher guessed that the female respondent mostly have good understanding in comprehend the question.

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<sup>1</sup> Petter Muntigl and William Turnbull, Conversational structure and facework in arguing, Vol. XXIX, 229.

## 2) Challenge

Table 4.2 the total number of student in applying challenge in each situation.

Situation	Respondent		Example
	Male	Female	
1	M5, M20	-	➤ Are you sure? Don't you think about it again? There is still a better one let's find another.
2	M2, M3, M4, M5, M7, M9, M11, M155, M16, M17, M19, M20, M23, M24, M25	F1, F2, F3, F5, F8, F9, F19, F23	<ul style="list-style-type: none"> <li>➤ Sorry, sir? How come I only got C?</li> <li>➤ Sir, how come my grade is C in your course? Even though I have tried as much as possible and I think my answers meet the criteria of the question you gave.</li> </ul>
3	M15	-	➤ how come you are here?
7	M2, M9, M21, M22	F3, F4, F8, F13	➤ Sir, what's the solution to this problem? So that I can take the exam, and I have already sent my assignment
8	M4	F7, F16	➤ Does my hair style look good?
9	M2, M3, M4, M11, M23	F21	➤ Hey Jane, said my senior, this subject is not difficult, after all, you haven't learned it either, so how do you know if this lesson is difficult for us?

Challenge as the second type of disagreement proposed by Muntigl and thurnbull in which the speaker question an addressee's prior claim and demands that addressee provide supporting evidence for his and her claim while suggesting that the addressee cannot do so.<sup>2</sup> Challenge used by male respondent found in situation 1, 2, 3, 7, 8, and 9 while in female respondent challenge found in situation 2, situation 7, situation 8, and situation 9. The total number of male students are 28 students while female students are 15 students. Both male and female students, the most found in situation 2 where the situation is formal context and the level of interlocutor is higher position. The speaker orients to maintain interlocutor's negative face. This is done in order to emphasize our respect to the listener. Actually if to the higher interlocutor we must keep the tendency to be polite. It is not a mistake that respondent uttered challenge because in this context the speaker knowing the grades that earned actually deserve an A (see DCT situation 2). According to Brown and Levinson the students seek agreement and avoid disagreement by

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<sup>2</sup>Petter Muntigl and William Turnbull, Conversational structure and facework in arguing, Vol. XXIX, 229 -230.

showing the challenge responses<sup>3</sup>. The respondent shows a marked reluctance and hesitance to express their disagreement. When applying challenge, actually the speaker wants to do the face threatening act but wants to avoid responsibility for doing so.

### 3) Contradiction

Table 4.3 the total number of student in applying contradiction in each situation.

Situation	Respondent		Example
	Male	Female	
1	M3, M8, M14, M17, M18, M21, M22	F9, F10	➤ I don't agree with you, Hanna. I don't think that dress looks right there
3	M2, M4, M5, M7, M10, M11, M17, M18, M21, M22, M24, M25	F1, F2, F4, F6, F9, F10, F11, F12, F13, F15, F16, F19, F22	<ul style="list-style-type: none"> <li>➤ I think turn left not right. We'll get lost if we turn right.</li> <li>➤ I don't agree if we have to turn right. We should turn left.</li> </ul>
4	M17, M22	F2	➤ Well please, don't kill my character, hobbies or talents please dad !!!!
5	M4	F3	➤ You can't say that! Just be thankful and live first, it will definitely feel the pleasure of studying
6	M3, M4,		➤ I keep ordering my order and I'm not

<sup>3</sup>Penelope Brown and Stephen C Levinson. *Politeness: Some Universals In Language Usage*, 112-113



	M5, M11, M15, M20, M22, M24	F7, F11, F12, F19, F22, F25	interested in the menu that you offer me ➤ No thanks, I will only order the food that I usually eat
7	M6, M15, M16, M17, M18, M24	F10, F12, F19	➤ I am sure I have sent the assignment with proof of assignment so I have the right to take the exam
9	M5, M13, M17		➤ I did not believe until I felt it firsthand

Contradiction is the next type of disagreement proposed by Muntigl and Turnbull. A speaker contradict by uttering the negative proposition by the previous claim, that is, if A utters P, then B utters  $\sim P$ .<sup>4</sup> The speaker explicitly contradicts with previous claim, but it is less face threatening than irrelevancy claim and challenge. The total number of male students who uttered contradiction are 39 students while the total number of female students who uttered contradiction are 26 students. The contradiction found in all of situation except in situation 2 for male student. For female students the contradiction found in situation 1, 3, 4, 5, 6, 7, and situation 9. In situation 2, the context situation is formal and has higher level of interlocutor. If uttered contradiction it is very impolite and seem arrogant. The male

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<sup>4</sup> Petter Muntigl and William Turnbull, Conversational structure and facework in arguing, Vol. XXIX, 231

students express direct disagreement when the severity of disagreement is less. They feel free show negative face or directly say literal meaning of the utterance. Brown and Levinson divide politeness into five category, one of them is Bald on record. Bald on record is a strategy of doing face threatening act (FTA) to state something clearly. The main reason is that the speaker want to perform FTA with maximum efficiency. This is commonly found with people who know each they very well and they are very comfortable in the environment, such as close friends and family. Like in situation 1, situation 3, situation 4, and situation 9, it is meaning in that situation applying contradiction is understandably and not something weird or horrible. While Brown Levinson also state this strategy of politeness can be also used if have higher power between the speaker and hearer and not care if there is no cooperation from the interlocutor. It is found in situation 5 and situation 6 where the social distance is less. The students need not to be imposed upon, the need for relative freedom of thought and action, or for one's own space. Even though, they said directly they did not afraid because the statement do not even have privileged position and the possibility of causing the conflict is less.

#### 4) Counterclaim

Table 4.4 the total number of student in applying counterclaim in each situation.

Situation	Respondent		Example
	Male	Female	
1	M9, M10, M11, M13, M19, M25	F2, F4, F55, F6, F11, F12, F13, F14, F15, F16, F1, F18, F19, F20, F23, F24	<ul style="list-style-type: none"> <li>➤ You look old if you use this dress better this one has a little motive and looks a bit young too</li> <li>➤ Ya, It such a beautiful dress but it seems like doesn't fit in you, I help you find the other one.</li> </ul>
2	-	F7, F12	<ul style="list-style-type: none"> <li>➤ I will try to be critical if I am in this position. This problem is an oppression for me personally, where I will explain the concrete evidence that I should get the value of a C</li> </ul>
3	M1, M6, M8, M3, M9, M12, M13, M16	F3, F8, F14, F17, F20, F21, F23, F24, F25	<ul style="list-style-type: none"> <li>➤ "It seems this way is faster, it's better this way."</li> <li>➤ Yes, turning right is a shortcut, but the road is not good. Many holes and large rocks that hinder the journey.</li> </ul>
4	M2, M3, M7, M12	F4, F5, F10, F12, F15, F18, F19, F22, F23, F24	<ul style="list-style-type: none"> <li>➤ I will definitely tell you the truth that living in an organization because lessons in the organization will not be in the classroom</li> </ul>
6	M13	F2, F5, F17	<ul style="list-style-type: none"> <li>➤ Okay sist, but other times for the new menu,</li> </ul>

			yeah, because my hobbies are still old menu.
7	-	F1, F, F7, F11, F18, F21	➤ Ms. I already sent the assignment to miss .. miss can see this is in my email sent box and was sent 1 week ago. Miss, sorry, can you check your email, for example? Maybe it's in the spam box.
8	M3, M22	F3, F5, F9, F11, F12, F21, F22, F25	<ul style="list-style-type: none"> <li>➤ Just let it be, I'm more confident with this hair style</li> <li>➤ "I am comfortable and like this hairstyle, I think it's good"</li> </ul>
9	-	F2, F3, F8, F9, F20	➤ But Jane, according to my senior, those eyes aren't that difficult. Anyway you haven't tried it

In expressing disagreement by using counterclaim, the speaker's provides an alternative claim and/or reason for why she/he disagrees<sup>5</sup>. This strategy usually using positive markers, partial agreement or hedges can indicate indirectness and being polite. There are 16 male students who uttered counterclaim in situation 1, situation 3, situation 4, situation 6, and situation 8 and there are 59

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<sup>5</sup> Petter Muntigl and William Turnbull, Conversational structure and facework in arguing, Vol. XXIX, 231 – 232.

female students in all of the situation except in situation 5. The most use of counterclaim is in the situation 3. In this situation the social distance is close and have the same level of interlocutor. Counterclaim finding in male students response almost often found in situations where social distance is close such as to close friend or family and also a which position the speaker have higher power than the other speaker.

### 5) Contradiction Followed By Counterclaim

Table 4.5 the total number of student in applying contradiction followed by counterclaim in each situation.

Situation	Respondent		Example
	Male	Female	
1	M1, M24	F1, F3	➤ Hanna in my opinion the clothes are not suitable for Diana, but it's up to Diana which one to be choose
3	-	F7	➤ I will say that the exact path is the right lane because I have already passed that lane. If you have never crossed it and it's the first time to pass that road, yasudah follow what I said
4	M4, M10, M14, M24	F20	➤ Dad, I cannot leave my organization, I will improve my grades and will balance my activities between learning and organizing

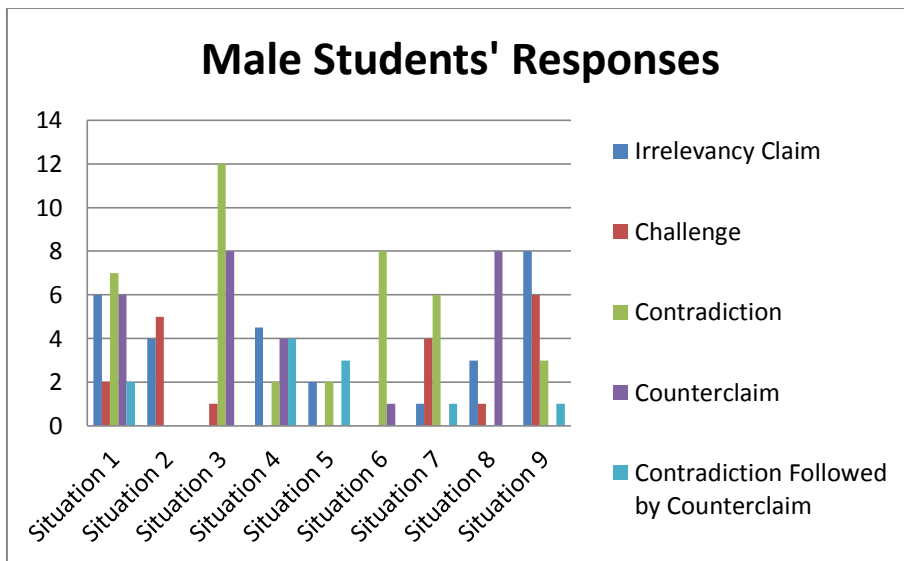
5	M14, M21, M24	F17	➤ What you say is not entirely wrong but I do not agree with you because in my opinion college will mature your knowledge and skills so after the process that has passed you will definitely get a better job and suit yourself.
6	-	F8	➤ I don't want to try it this time, let me order a menu that I like because it's a shame if it's not eaten because I don't want a new menu for now
8	-	F1	➤ I disagree with your opinion. I think my hair most beautiful and I like this.
9	M24	F1	➤ Jane, after hearing the info from my senior, in my opinion, the subject is not so difficult, maybe it's just your prejudice

The total number of male respondent are 15 students which scattered in situation 1, 3, 4, 5, and 9. While the total numbers of female respondent are 8 students which scattered in situation 1, 3, 4, 5, 6, 8, and 9. Where is in this condition the social distance mostly close and have equal level of the interlocutor. The use of contradiction followed by counterclaim is when people want to disagree with maximum efficiency but also show the reason

why they disagree. This strategy is safest strategy, even we contradict directly but we also show the reason, the possibility making a conflict is low.

From the recapitulation it had known that the total numbers of male students answer is 225 utterances found in 9 situations. The total utterances of students who uttered irrelevancy claim (IR) are 29. Students who uttered challenge (CH) are 29. Students who uttered contradiction (CT) are 40. Students who uttered counterclaim (CC) are 27. Students who uttered contradiction followed by counterclaim (CT Followed by CC) are 11.

Graphic 4.1 the total number of disagreement responses proposed by Muntigli and Turnbull used by male students



According to the graphic above, the researcher would describe into the table below :

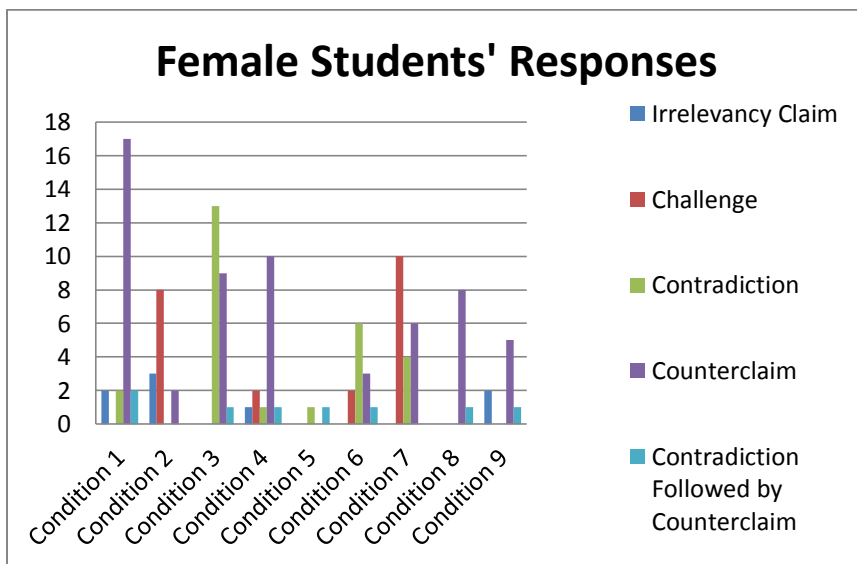
Table 4.6 the explanation of disagreement used by male students in each situation

Condition	Explanation
1	In condition 1 the total students' utterances who uttered Irrelevancy Claim (IC) is 6, Challenge (CH) is 2, Contradiction (CT) is 7, Counterclaim (CC) is 6, and Contradiction Followed by Counterclaim (CT Followed by CC) is 2.
2	In condition 2 the total students' utterances who uttered Irrelevancy Claim (IC) is 4 while students' utterances who uttered Challenge (CH) is 5.
3	In condition 3 the total students' utterances who uttered Challenge (CH) is 1, Contradiction (CT) is 12, and Counterclaim (CC) is 8.
4	In condition 4 the total students' utterances who uttered Irrelevancy Claim (IC) is 5, Contradiction (CT) is 2, Counterclaim (CC) is 4, and Contradiction Followed by Counterclaim (CT Followed by CC) is 4.
5	In condition 5 the total students' utterances who uttered Irrelevancy Claim (IC) is 2, Contradiction (CT) is 2, and Contradiction Followed by Counterclaim (CT Followed by CC) is 3.
6	In condition 6 the total students' utterances who uttered Contradiction (CT) is 8 while students' utterances who uttered Counterclaim (CC) is 1.
7	In condition 7 the total students' utterances who uttered Irrelevancy Claim (IC) is 1, Challenge (CH) is 4, Contradiction (CT) is 6, and Contradiction Followed by Counterclaim (CT Followed by CC) is 1.
8	In condition 8 the total students' utterances who uttered Irrelevancy Claim (IC) is 3, Challenge (CH) is 1, and Counterclaim (CC) is 8.
9	In condition 9 the total students' utterances who uttered Irrelevancy Claim (IC) is 8, Challenge (CH) is 6, Contradiction (CT) is 3, and Contradiction Followed by Counterclaim (CT Followed by CC) is 1.



While the total numbers of female students answer are 225 utterances. The total utterance of students who uttered irrelevancy claim (IR) are 29. Students who uttered challenge (CH) are 29. Students who uttered contradiction (CT) are 40. Students who uttered counterclaim (CC) are 22. Students who uttered contradiction followed by counterclaim (CT Followed by CC) are 16.

Graphic 4.2 the total number of disagreement responses proposed by Muntigl and Turnbull used by female students



According to the graphic above, the researcher would describe into the table below :

Table 4.7 the explanation of disagreement used by female students in  
each situation

Condition	Explanation
1	In condition 1 the total students' utterances who uttered Irrelevancy Claim (IC) is 2, Contradiction (CT) is 2, Counterclaim (CC) is 17, and Contradiction Followed by Counterclaim (CT Followed by CC) is 2.
2	In condition 2 the total students' utterances who uttered Irrelevancy Claim (IC) is 3, Challenge (CH) is 8, and Counterclaim (CC) is 2.
3	In condition 3 the total students' utterances who uttered Contradiction (CT) is 13, Counterclaim (CC) is 9, and Contradiction Followed by Counterclaim (CT Followed by CC) is 1.
4	In condition 4 the total students' utterances who uttered Irrelevancy Claim (IC) is 1, Contradiction (CT) is 1, Counterclaim (CC) is 10, and Contradiction Followed by Counterclaim (CT Followed by CC) is 1.
5	In condition 5, the students who uttered Contradiction (CT) is 1, while students who uttered Contradiction followed by Counterclaim (CT F CC) is 1.
6	In condition 6 the total students' utterances who uttered Contradiction (CT) is 6, Counterclaim (CC) is 3, and Contradiction Followed by Counterclaim (CT Followed by CC) is 1.
7	In condition 7 the total students' utterances who uttered Challenge (CH) is 4, Contradiction (CT) is 4, and Counterclaim (CC) is 6.
8	In condition 8 the total students' utterances who uttered Challenge (CH) is 2, Counterclaim (CC) is 8, and Contradiction Followed by Counterclaim (CT Followed by CC) is 1.
9	In condition 9 the total students' utterances who uttered Irrelevancy Claim (IC) is 2, Challenge (CH) is 1, Counterclaim (CC) is 5, and Contradiction Followed by Counterclaim (CT Followed by CC) is 1.

## 2. Types of Disagreement Proposed By Samira Bavarsad

### 1) Providing Reason

Table 4.8 the total number of student in applying providing reason in each situation.

Situation	Respondent		Example
	Male	Female	
1	M2, M16	F7, F8	➤ It might be more suitable if you wear clothes that are comfortable for you when you wear them.
2	-	F18, F24	➤ I will meet and ask about the certainty of my values with Mr. Rizky regarding my grades
3	M14, M19, M20, M23	F5, F18	➤ "If it's lost, I don't want to take responsibility"
4	M1, M5, M6, M9, M11, M18, M20, M25	F3, F6, F7, F8, F11, F21	➤ "dad, if I have got the mandate within the organization, I must complete the mandate until the end. For value, if you try, it will be better next time."
5	M2, M3, M55, M6, M7, M8, M10, M11, M12, M13, M15, M16, M17, M19,	F1, F2, F4, F5, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16, F18, F19, F20, F21, F22, F23, F24	➤ Parents want the best for their children. Maybe you think college is boring but college will also make your life better later. It is precisely from that lecture that at least we will be guaranteed the work we will do later

	M20		
7	M1, M55, M20, M255	F6	➤ I already miss, the proof is that I sent it. (show it)
8	M5, M9, M10, M11, M12, M15, M16, M18, M20, M24	-	➤ Alright, I'll change my hairstyle later ➤ This is my style Elsa
9	M16, M19, M20, M22, M24	F4, F5, F7, F11, F12, F13, F17, F19, F23, F24, 25	➤ "Relax Jane, everything will pass easily, like water, just let it flow"

There are 47 providing reason found in male students respond. It is divided in situation1, 3, 4, 5, 7, 8, and 9. While providing reason found in female students respondent there are 45 students which is divided in situation 1, 2, 3, 4, 5, 7, and 9. According to Samira Bavarsad et.al providing reason is where the respondent or participant tend to give reason instead of showing

direct disagreement.<sup>6</sup> Both male and female the most uses of providing reason is in situation 5 where is the interlocutor is stranger. Also the context also discuss about something need detail explanation or answer. Instead of contradict directly male respondent avoid conflict but also male respondent not give the impression that they have same desire to the interlocutor to show friendship between them. It is also the characteristic of Indonesian people that they prefer ‘give reason’ instead of ‘refuse or disagree’ directly because Indonesian try to keep the politeness and worry to hurt the interlocutor’s feelings.

## 2) Mitigation of Apology

Table 4.9 the total number of student in applying mitigation of apology in each situation.

Situation	Respondent		Example
	Male	Female	
2	M6, M8, M10, M12, M14, M21	F4, F11, F13, F14, F15, F16, F17, F20, F21, F2	<ul style="list-style-type: none"> <li>➤ Sorry, is the value you recapitulated to me correct? If so I am ready to accept it ?</li> <li>➤ Sorry Mr. Rizky, if you are pleased, I want to know the details of my values. Fear there is an error.</li> </ul>

<sup>6</sup> Samira Salehipour Bavarsad, Abbas eslami Rasekh, and Shahla Simin. “The Study of Disagreement Strategies to Suggestions Used by Iranian Male and Female Learners”, *International Letters of Social and Humanistic*, Vol. IV, (2015), 34

4	M8	F1, F9, F14, F16, F17, F25	<ul style="list-style-type: none"> <li>➤ "Sorry, Dad, I already have the determination"</li> <li>➤ Sorry dad, I'll study harder. But I cannot leave the organization. Because, college is not just sitting in the classroom.</li> </ul>
5	-	F25, F6	<ul style="list-style-type: none"> <li>➤ Sorry, maybe your parents want you to get more knowledge so you can find out about a better way of life not just looking for material.</li> </ul>
6	M1, M2, M8, M9, M10, M14, M17, M18, M19, M21, M23	F3, F4, F6, F9, F10, F15, F16, F18, F24	<ul style="list-style-type: none"> <li>➤ "Sorry sir I keep ordering this menu"</li> <li>➤ I am sorry. I want to eat what I want and thank you for your suggestion.</li> </ul>
7	M3, M4, M7, M8, M10, M12, M14, M23	F2, F9, F14, F15, F16, F17, F20, F22, F23, F24, F25	<ul style="list-style-type: none"> <li>➤ I am sorry mrs. But before I say sorry I need to recheck my prerequisite. Because everything is ensured. And afterthat I tell her and I refer the proof that I had done to sent the assignment</li> <li>➤ Sorry Mrs. Amanda, before I had done and put together her assignment So can I take the exam</li> </ul>
8	M21	F2, F8, F13	<ul style="list-style-type: none"> <li>➤ Sorry if I used this style</li> </ul>
9	M21		<ul style="list-style-type: none"> <li>➤ Sorry jane yesterday you said mk that sit it's not as difficult as what we think</li> </ul>

Mitigation of apology; in which the participants start their disagreement with a word of apology.<sup>7</sup> The total number found in the DCT of male respondent are 28 where divided into situation 2, 4, 6, 7, 8, and 9. Whereas The total number found in the DCT of male respondent are 41 where divided into situation 2, 4, 5, 6, 7, and 8. Where is the most used in situation 7. Where is the most used in situation 6 for male while for female the most used in situation 7. In the six situation, the interlocutor is stranger. In here, the speaker have a higher position than the interlocutor. According to brown and Levinson even though they disagree and the social distance is less, they still maintain a positive self-image which aims to avoid judging impoliteness by other interlocutors by showing their disagreement by strating with word or phrase which contains apologizing.<sup>8</sup> Also in situation 7, in this situation also have a higher position of the interlocutor.

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<sup>7</sup> Samira Salehipour Bavarsad, Abbas eslami Rasekh, and Shahla Simin. "The Study of Disagreement Strategies to Suggestions Used by Iranian Male and Female Learners", *International Letters of Social and Humanistic*, Vol. IV, (2015), 34

<sup>8</sup>Penelope Brown and Stephen C Levinson. *Politeness: Some Universals In Language Usage*, 71

### 3) Mitigation of God Willing

Table 4.10 the total number of student in applying mitigation of god willing in each situation.

Situati on	Respondent		Example
	Male	Female	
4	M13	-	➤ yes dad, im going following u're suggestion. (ridhollahi ridhowalidain)
5	M1, M9	-	➤ Bismillah, may Allah make your path easier.
8	M14	-	➤ Sorry about my appearance indeed I did not pay much attention to it because for what, later on my best performance I will show with my halal partner only hmm.
9	-	F6	➤ We must keep Husnudzan and make sure in our hearts that everything will be easy and how easy the course is. The next matter is to give to Allah, the only one who makes it easy is God and the one who makes it difficult is because we are lazy to learn.

There is 4 students who use mitigation of God willing strategy in response disagreement. It I divided into situation 4, situation 5, and situation 8. While, for female student only 1 student which showing disagreement by using mitigation of God willing. As Samira bavarsad said that mitigation of God willing is where the



respondents' utterance completely related to culture and religion<sup>9</sup>. Certainly it is also affected by environment. Students with religious soul almost certainly come from a religious environment.

#### 4) Thanking

Table 4.11 the total number of student in applying thanking in each situation.

Situation	Respondent		Example
	Male	Female	
6	M6, M7, M16, M25	F1, F13, F14, F20, F21, F23	➤ Thank you for recommending the latest menu, but sorry I prefer this food because this is my favorite menu since I first ate at this restaurant.
8	M2, M6, M7, M19, M25	F4, F6, F10, F14, F15, F17, F18, F19, F20, F23, F24	➤ "Thank you for your advice" Yes, next time I'll try to change my hair style again "
9	M6, M25	-	➤ "Thank you, well I will study harder"

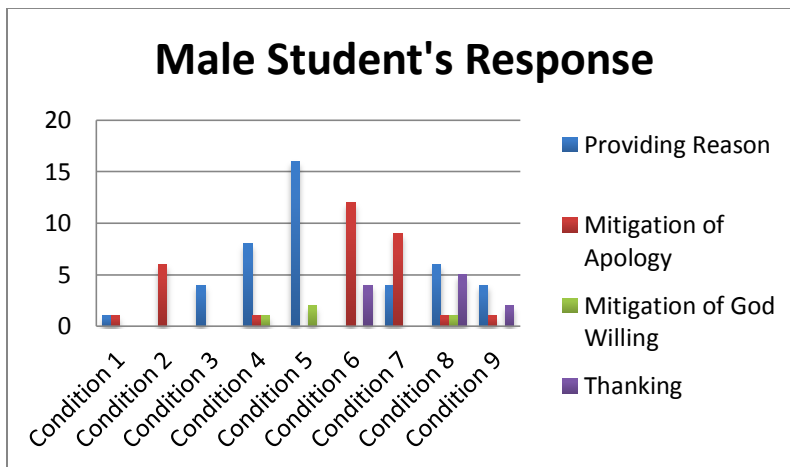
The total numbers of thanking are 11 students which divided into the situation 6, situation 8, and situation 9 found male respondent. Whereas for female respondent found in situation 8 and situation 9. The total numbers are

<sup>9</sup> Samira Salehipour Bavarsad, Abbas eslami Rasekh, and Shahla Simin. "The Study of Disagreement Strategies to Suggestions Used by Iranian Male and Female Learners", *International Letters of Social and Humanistic*, Vol. IV, (2015), 34

17 students. Thanking is in which the disagreement to the situation starts with a thanking word. The male respondent use thanking utterance before said disagreement show that they try to give good impression to their interlocutor and to avoid conflict or to shorten the discussion.

From the recapitulation above, it had known that male students who uttered providing reason are 43. Students who uttered mitigation of apology are 31 students who uttered mitigation of god willing are 4 and students who uttered thanking are 11.

Graphic 4.3 the total number of disagreement responses proposed by Samira Bavarsad et.al used by male students



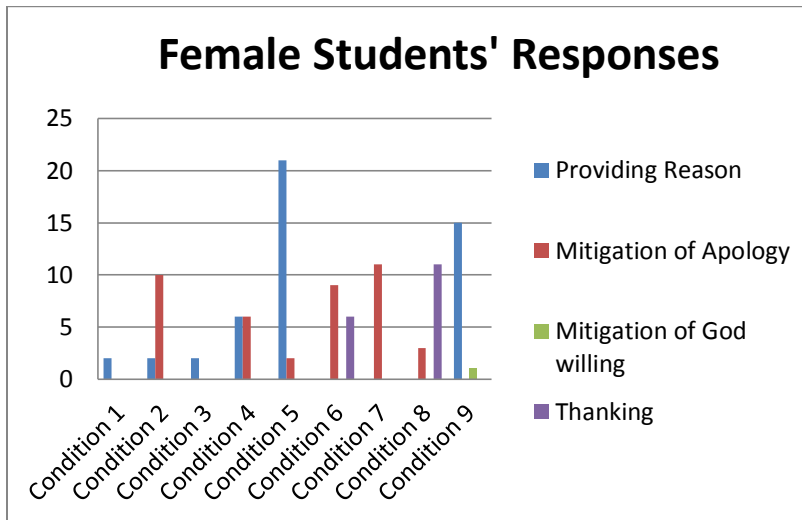
According to the graphic above, the researcher would describe into the table below :

Table 4.12 the explanation of disagreement used by male students in each situation

<b>Condition</b>	<b>Explanation</b>
1	In condition 1 the total students' utterances who uttered providing reason is 1, while students who uttered mitigation of apology is 1.
2	In condition 2, students only uttered response mitigation of apology, that is 6 utterances.
3	In condition 3, students only uttered response providing reason, that is 6 utterances.
4	In condition 4, the total students' utterances who uttered providing reason is 8, mitigation of apology is 1, and mitigation of god willing is 1.
5	In condition 5, students who uttered providing reason is 16, while students who uttered mitigation of god willing is 2.
6	In condition 6, students who uttered mitigation of apology is 12, while students who uttered thanking is 4.
7	In condition 7, students who uttered providing reason is 4, while students who uttered mitigation of apology is 9.
8	In condition 8, students who uttered providing reason is 6, mitigation of apology is 1, mitigation of god willing is 1, and thanking is 5.
9	In condition 9, students who uttered providing reason is 4, mitigation of apology is 1, and thanking is 2.

Students who uttered providing reason is 43. Students who uttered mitigation of apology is 31 students who uttered mitigation of god willing is 4. And students who uttered thanking is 11.

Graphic 4.4 the total number of disagreement responses proposed by Samira Bavarsad used by female students



According to the graphic above, the researcher would describe into the table below :

Table 4.13 the explanation of disagreement used by female students in each situation

Condition	Explanation
1	In condition 1, the students only uttered providing reason. That is 2 utterances.
2	In condition 2, the total students' utterances who uttered providing reason is 2, while students who uttered mitigation of apology is 10.
3	In condition 3, the students only uttered providing reason. That is 2 utterances.
4	In condition 4, the total students' utterances who uttered providing reason is 6, while students who uttered mitigation of apology is 6.
5	In condition 5, the total students' utterances who uttered providing reason is 21, while students who uttered mitigation of apology is 2.

6	In condition 6, the total students' utterances who uttered mitigation of apology is 9, while students who uttered thanking is 6.
7	In condition 7, the students only uttered mitigation of apology. That is 11 utterances.
8	In condition 8, the total students' utterances who uttered mitigation of apology is 3, while students who uttered thanking is 11.
9	In condition 6, the total students' utterances who uttered providing reason is 15, while students who uttered mitigation of god willing is 1.

## 2. The Finding From Interview

Interview is the second instrument that used by the researcher in conducting the data. The interview was hold after the DCT question conducted. There are five questions were asked to the participants. The questions are done by interviewing directly to all of the participants. The participants of the interview were ten (10) participants and based on the criteria they were male and female and the participants required of 5 males and 5 females. This instrument is to support the data from the DCT question and to make sure what the students' answer from the DCT also to gain more data for the researcher. The detail of interview transcript could be seen at appendix 2. Based on the interview, the researcher asked five (5) questions to the respondents, the researcher would describing each question and each answer.

a.) Did you ever disagree with the opinion of your interlocutor

The researcher found all students, both male and female students have experienced disagreeing with the opinion of their interlocutor. Because disagreement almost happened in daily activity with all types of interlocutors and all types of social status.

b.) How do you express your disagreement of your opinion to your friend

There are 4 students applying contradiction in express their disagreement to their friend, they feel free if express their disagreement opinion if the interlocutor is their friend. They say that to friend is more relax and not pay attention to the diction of their utterances. While the other students applying counterclaim as many as 3 students. And 3 another students applying contradiction followed by counterclaim. Although to friend they said they also must keep attitude and keep their language in order to hurt his feelings. Besides that, even though there are students who are direct applying contradict, but they still maintain the feelings of their interlocutors so there is no conflict, because they know that if there is a conflict as result of 'wrong words or sentences' will have an impact to their friendship in the future. Like they friendship have

problems and so forth. Therefore, even if they apply contradict directly, they still give reasons or suggestions.

c.) How do you express your disagreement of your opinion to your parent

Based on the interview, most of them applying mitigation of apology. Before they express their opinion of disagreement, they said “sorry” or other apology utterance in the first. They said that if to parent, no matter how close the relationship is, it must still maintain good manners. Because they are our parents who must be respected. While, they are 2 students also apply contradict to their parent. They said they feel free and they also feel too close to their parent. So that they never afraid to hurt their parents’ feeling because they know each other (between daughter and parent).

d.) How do you express your disagreement of your opinion to your lecturer ?

There are varieties of answer that researcher found when asked this question. In this question the researcher found 3 pattern that applying by students in express their disagreement to their lecture. That is mitigation of apology, contradiction followed by counterclaim (CT followed by CC) and and doesn't reveal anything, or just affirm the lecturer opinion even though they disagree with the lecture. The

students who uttered CT Followed by CC feel free to express that they disagree directly, but they give the reason why their opinion opposite with the lecture's opinion. While students who applying mitigation of apology, they said kinds of apology's utterances then they express their reason why they disagree. Then, the student who choose affirm the lecture opinion even though they disagree, they said that they feel reluctant and did not dare to say it directly. They feel the level of knowledge is very high and there is no doubt that they don't dare to express their disagreement for fear of being wrong. Then they choose keep in silence.

e.) How do you express your disagreement of your opinion to stranger

In the last question most of them applying contradiction. They don't keep caution and show polite attitude. They don't care whatever the stranger thought about them. But there are also students who used mitigation of apology. They keep their utterance because they afraid to hurt his feeling and besides that the reason also is they don't know the charater, if they contradict directly they afraid make a conflict or hurt his feeling. So they looking safety.

## **B. The Analyzing of Data**

The researcher will analyzed the data found in the students' answer both from the DCT and interview. The researcher used display network to



analyzed the data. According to Metthew B Miles, A. Michel H, Johny S, state that “A network is a collection of nodes or points connected by links or line that display steams of participant actions, events, and process”. The researcher will analyze the data one by one.

### 1. DCT

In analyzing the DCT, the result will be presented in the table, then analyzing one by one. In each situation the researcher will analyzing based on taxonomy of disagreement. To make it easier the researcher would analyze based on gender.

#### a. Male

##### Situation 1

“You are shopping for dresses for a party with your best friends (Diana & Hanna). Diana is choosing a dress you think is ugly and does not suit her, but Hanna says to Diana, “You need to buy it! You look so pretty. ” How will you respond if you disagree?”

Table 4.14 the male students responses in situation 1

<b>Respondent</b>	<b>Utterance</b>	<b>Type of Disagreement</b>
M1	Hanna in my opinion the clothes are not suitable for Diana, but it's up to Diana which one to choose.	Contradiction Followed by Counterclaim
M2	Will reject it in a good way	Counterclaim
M3	I will say that the shirt is ugly but, if Diana still buys it, I'll leave it	Contradiction
M4	Just wear clothes that you like	Irrelevancy

		Claim
M5	"Are you sure? Don't you think about it again? there is still a better one let's find another"	Challenge
M6	If indeed I can afford to buy the dress, then I will buy it because other people's judgment or suggestions are very important and worthy of appreciation, but if I cannot afford to buy the dress then I only respond to what they suggest and do not buy the dress.	Irrelevancy Claim
M7	I will consider it, but if the dress is good then I will buy it, but if it is ugly I will look for a dress that is better than the previous one.	Irrelevancy Claim
M8	I don't like the "dress"	Contradiction
M9	Refuse subtly, for example by reasoning to look for other clothes, so as not to wear clothes that we do not like	Counterclaim
M10	The color of the dress is not in harmony with the theme of the party	Counterclaim
M11	It's not enough. Just look for others, there are still many good ones.	Counterclaim
M12	If you like that dress, then you buy it, I don't like the dress	Irrelevancy Claim
M13	You look old if you use this dress better this one has a little motive and looks a bit young too.	Counterclaim
M14	I don't agree with you, Hanna. I don't think that dress looks right there.	Contradiction
M15	Just ask for something else first	Irrelevancy Claim
M16	It might be more suitable if you wear clothes that are comfortable for you when you wear them.	Providing Reason
M17	It does not suit in you	Contradiction
M18	I don't interest with that colour	Contradiction

M19	suggest to try the others first, who knows there is more suitable	Counterclaim
M20	Hanna, maybe you think this dress is good for her but not for me, how about we find another dress?	Challenge
M21	According to you this dress is good but not in my opinion.	Contradiction
M22	you don't need to buy it if it doesn't suit you	Contradiction
M23	Agree	Irrelevancy Claim
M24	I am telling the truth that I disagree with Hanna and will include a logical reason	Contradiction Followed by Counterclaim
M25	Give advice not to buy it because in my opinion is not suitable.	Counterclaim

Here from the table above, the total number of students who uttered Irrelevancy Claims (IC) are 6, Challenges (CH) are 2, Contradictions (CT) are 7, Counterclaims (CC) are 6, Contradiction followed by Counterclaims (CT Followed by CC) are 2, Providing Reason is 1, and Mitigation of Apology is 1. According to Austin the most students' answer is Contradiction, because in this situation the interlocutors are status equal and have close relationship. The students need not to be imposed upon, the need for relative freedom of thought and action, or for one's own space (Brown and Levinson ). Even though they said directly, they did not afraid because the statement do not even have privileged position and the possibility of causing the conflict is less.

### Situation 2

“One of your lecturers named Mr. Rizky is a humorous lecturer both in and outside class. He is an experienced senior lecturer who is able to attract his student’s attention well. Mr. Rizky is always humorous in delivering his materials. You feel convenient and enjoy his lecturer. However, you are dissatisfied with the grade you obtained for the course, which is C. Even more, when knowing the grades you earned you actually deserve an A. To overcome your dissatisfaction, what would you say to Mr. Rizky ?”

Table 4.15 the male students responses in situation 2

<b>Respondent</b>	<b>Utterance</b>	<b>Type of Disagreement</b>
M1	Sir, is that I bad in your eyes	Irrelevancy Claim
M2	Maybe I will ask Mr. Rizky why I get a C while I am active and diligent when I'm in class	Challenge
M3	I will ask him first and I will accept if his explanation can be understood	Challenge
M4	Why did I get a c when I answered all the questions correctly?	Challenge
M5	Sorry, Sir? How come I only got C? May I know where I lack?	Challenge
M6	I will express my disappointment at the value he gave by saying sorry first	Mitigation of Apology
M7	I will ask for an explanation of why I got a c: "Sir, sorry, what can make you give me a C?" "Have you considered all aspects of assessment? Like attendance? Attitude? Independent task? Group task? Mid test and final test? If all of my grades are good enough, can I make that value changed to B? Please help, sir"	Challenge

M8	"Sorry, sir, I am disappointed with the grades that I have obtained."	Mitigation of Apology
M9	Asking for an explanation of the score given, for example asking for a transcript of score to ascertain whether our value is problematic	Challenge
M10	Sorry sir, I want to confirm related to my grades, I get a score of c, but I have never been absent from your class and I always do my assignments, I'm afraid my grades are mixed up sir, thank you.	Mitigation of Apology
M11	Sorry, why is my grade C well? Is there something wrong with my mid test and final test score or also my mistake in following the course sir?.	Challenge
M12	Sorry, sir, can I repair my grades?	Mitigation of Apology
M13	Mr, when you have spare time? Can u join me to drink coffee?	Irrelevancy Claim
M14	Sorry, sir, can I talk for a while, I just want to know about the grades I get, if you can deliver my reasons for that, if you are realistic, I accept the reasons, but if you don't mind, sir, because I feel safe in your subjects, whether you attend or assignment.	Mitigation of Apology
M15	Why is my value like this, sir?	Challenge
M16	Sir, do I really get a C? even though I always attend lectures and work on assignments, and I also take the mid test and final test, is there no better consideration for my grades, sir?	Challenge
M17	What is the cause of my grade C sir?	Challenge
M18	Relax, Every Teacher like people never give up	Irrelevancy Claim
M19	"Excuse me, why are my grades unsatisfactory even though I think it's as optimal as possible for you to take your lessons?"	Challenge

M20	Why my grade can be C sir? while I am diligent in class, always collecting assignments, taking part in the exam. I think it's appropriate to fight for what I should get from the process that has been through	Challenge
M21	Sorry, is the value you recapitulated to me correct? If so I am ready to accept it ?	Mitigation of Apology
M22	If I am sincere, and without asking why? Coz maybe he knows better what is best for me.	Irrelevancy Claim
M23	Why I got bad score in your class sir?	Challenge
M24	I will discuss with him asking the reasons why I received a low grade	Challenge
M25	Ask Mr. Rizky directly, what made me get a C?	Challenge

Here from the table above, the total number of students who uttered irrelevancy Claims (IC) are 4, Challenges (CH) are 15, and Mitigation of Apology are 6. It can be seen that students mostly employed challenge because the interlocutors in this situation have a higher position. According to Brown and Levinson the students seek agreement and avoid disagreement by showing the challenge responses<sup>10</sup>. The respondents show a marked reluctance and hesitance to express their disagreement.

### Situation 3

“You are in a car with your brother. You know the way very well, and you have to turn left at the next intersection, but your brother says: “I am turning right here. I think it’s a short cut. ” However, you do not agree, so you say:”

<sup>10</sup> Penelope Brown and Stephen C Levinson. *Politeness: Some Universals In Language Usage*, 112-113

Table 4.16 the male students responses in situation 3

<b>Respondent</b>	<b>Utterance</b>	<b>Type of Disagreement</b>
M1	I know this way.	Counterclaim
M2	I stick with my argument and I will discuss and show that the path I know is the best	Contradiction
M3	You should have turned left, I know the way and I am not responsible if we get lost	Contradiction Followed by Counterclaim
M4	We should turn left instead of right	Contradiction
M5	Already this way, I'm not sure, are you? Don't look for a problem	Contradiction
M6	Because I know very well the path that I am going to go to, I will be steadfast in my stance, I will turn left	Counterclaim
M7	"isn't it a left turn that is the alternative and fastest way? Instead, the path you choose is longer. Don't decide unilaterally when we are on the road for discussion, right?"	Contradiction
M8	"It seems this way is faster, it's better this way."	Counterclaim
M9	"better through the left because the road is better" and explained the reason	Contradiction Followed by Counterclaim
M10	Just turn left, we haven't turned right before, and we don't know this area, we better turn left	Contradiction
M11	I think turn left not right. We'll get lost if we turn right.	Contradiction
M12	Better through the left because the right through traffic jams	Contradiction Followed by Counterclaim
M13	Instead of going to the left, I was hit by a ticket because of the forbidden road	Contradiction Followed by Counterclaim
M14	You're sure this is a shortcut, if you just guessed it would be better if we took the road as usual.	Providing Reason

M15	How come you are here?	Challenge
M16	I think we just left, because I memorized all the roads in this area, and if you turn right it's not a shortcut.	Contradiction Followed by Counterclaim
M17	You shouldn't take a shortcut	Contradiction
M18	I think you should turn left	Contradiction
M19	"If it's lost, I don't want to take responsibility"	Providing Reason
M20	I will assure my brother that turning left is a good way to go, even if turning right is a shortcut, but I know that turning left is a good way to get to the destination	Providing Reason
M21	I told you that the right way is to cross the left lane	Contradiction
M22	I always lazy in a car with you, yapping people!	Contradiction
M23	dude if you know Thoroughfare and the road is broken or no through road we will return back and go to left side and will be wasting time. Except those are cars through that way and can pass right side road	Providing Reason
M24	Don't waste time on a road that isn't necessarily a shortcut	Contradiction
M25	No, that's not the right way, we will get lost.	Contradiction

Here from the table above, the total number of student who uttered Challenge (CH) is 1, Contradictions (CT) are 12, Counterclaims (CC) are 3, Contradiction followed by Counterclaims (CT Followed by CC) are 5 , and Providing Reason is 4. In this situation the most students' answer is Contradiction. The students express direct disagreement when the severity of disagreement is less. The students feel free to show negative face or directly say literal meaning of the utterance.



#### Situation 4

“You get a bad score on your mid-term. Your father says to you: “You should focus only on your studies and leave all organizations or clubs you are involved in. ” You do not want to follow what your father said so you say:”

Table 4.17 the male students responses in situation 4

<b>Respondent</b>	<b>Utterance</b>	<b>Type of Disagreement</b>
M1	I have my own passion that I must explore.	Providing Reason
M2	I will definitely tell you the truth that living in an organization because lessons in the organization will not be in the classroom	Counterclaim
M3	I understand what I am doing, please give me one more chance, if next semester my grades are still like this, I will leave the organization	Counterclaim
M4	My father I will continue to follow the organization and the club because it can make me feel comfortable studying even though my grades are bad now but I am sure I can get good grades in the future.	Contradiction Followed by Counterclaim
M5	Aah, yeah, living in society is not just a matter of values, if Aa grades are bad but being able to get along in the community is sure to succeed,	Providing Reason
M6	"Well, I will focus on the study that I undertake, but that does not mean leaving an organization or club that I participated in, because that is at least my experience."	Providing Reason
M7	"my father forgive your son, the organization does not make my grades bad, but indeed I am not disciplined in learning when there are assignments, uts, and satisfied because of busyness	Counterclaim

	in organization. I promise to be serious to be better from now.	
M8	"Sorry, Dad, I already have the determination"	Mitigation of Apology
M9	Giving confidence that the next semester will be even better despite participating in many activities outside campus	Providing Reason
M10	dad, I cannot leave my organization, I will improve my grades and will balance my activities between learning and organizing	Contradiction Followed by Counterclaim
M11	My father whom I love so much. Don't blame the organization, many people are successful because of the organization.	Providing Reason
M12	Well sir, I will focus more on education, but I cannot leave the organization, maybe it will be reduced in participating in its activities	Counterclaim
M13	yes dad, im going following u're suggestion. (ridhollahi ridhowalidain)	Mitigation of God Willing
M14	Sir, this time I received a score that was lacking, but I disagree if I have to stop organizing or my club, when I am more satisfied I promise I will be more balanced in lectures and in organizing according to portions, sir.	Contradiction Followed by Counterclaim
M15	There are still other obligations to focus on besides this	Irrelevancy Claim
M16	Okay.	Irrelevancy Claim
M17	You have to believe in what I do	Contradiction
M18	I will prove in diffrent lesson dad	Providing Reason
M19	"Yeah well, ready, organization will stop first to focus on college"	Irrelevancy Claim

M20	"Dad I promise you I will study even harder even if I join organizations, clubs or so on. Because bad or good grades written on paper will not determine who we are in the future.	Providing Reason
M21	Okay dad I'll focus on studying	Irrelevancy Claim
M22	Well please, don't kill my character, hobbies or talents please dad !!!!	Contradiction
M23	Thanks dad. I will do what you want in ahokers words that you must support me everything what I did in college as long as my studying is bad I stop all my organization and focus to my studying and I just ask your willing to my study and wish the best for me	Irrelevancy Claim
M24	I will not leave the organization that I belong to because I think this is purely my fault for not managing my time to study	Contradiction Followed by Counterclaim
M25	Give me one last chance. I will improve my academic value, without having to leave my organization and club. Give me a chance to prove it.	Providing Reason

Here from the table above, the total number of students who uttered Irrelevancy Claims (IC) are 5, Contradictions (CT) are 2, Counterclaims (CC) are 4, Contradiction followed by Counterclaims (CT Followed by CC) are 4, Providing Reasons are 8, Mitigation of God Willing is 1, and Mitigation of Apology is 1. The students mostly uttered providing reason. The students used a highly face – threatening act which can result in negative social relations thus people try to employ politeness strategy while expressing disagreement to reduce the threat they are imposing on

the interlocutor' face as well as to avoid judging impoliteness by other interlocutors.

### Situation 5

“You sit next to a girl in the first day of orientation on campus. You never met her before. However, she suddenly says to you: “ I have no idea why my parents sent me to this boring place again. I would rather work now and make money. Going to school is just useless and a waste of money. ” You do not agree with what she said so you say:”

Table 4.18 the male students responses in situation 5

<b>Respondent</b>	<b>Utterance</b>	<b>Type of Disagreement</b>
M1	Bismillah, may Allah make your path easier.	Mitigation of God Willing
M2	People who work without college are certainly very different from people who work after graduating from college, if working after God willing the work will be easy and if on the contrary the work will be hard	Providing Reason
M3	Finding a job is not as easy as you think, it's hard for a bachelor, especially those who don't have a degree	Providing Reason
M4	You can't say that! Just be thankful and live first, it will definitely feel the pleasure of studying	Contradiction
M5	Ouhh, let's do it anyway, who knows at the next	Providing Reason
M6	"maybe it is true that working to get money is more wearing but life must know its knowledge so education is very important for our lives education becomes harmonious in our everyday, because we live need knowledge, worship requires	Providing Reason

	knowledge, work needs knowledge, socializing needs knowledge, education is very important to us"	
M7	My friends, our parents certainly know who we are, why your parents want you to go to college because they have a picture in the future that education is very important, but success is not seen from where we graduated from Bachelor or a great GPA. At least we have enough stock in the future and have skill capacity that most people don't have after we graduate. May you keep your spirits even if you feel bored now, force to love what you hate today because you will get used to it.	Providing Reason
M8	"Everything needs to be prepared let alone make money, it needs expertise, therefore college is important to hone our abilities"	Providing Reason
M9	"whatever you get should be grateful"	Mitigation of God Willing
M10	Education is important, maybe you will get a better job, after graduating later	Providing Reason
M11	Don't be like that, work is tired especially since you only graduated from high school. Better to go to college first, then work will definitely be easier and easier.	Providing Reason
M12	You should try the college process, maybe your parents want more education from him	Providing Reason
M13	Just follow the flow of your parents sis, because parents are more experienced about life's journey	Providing Reason

M14	Sorry is not the intention to interfere, but I do not agree with that opinion in my opinion while there is still an opportunity for college, dear, if not taken apart from being useful for your future at least, this will also affect the education of children when you become a mother later.	Contradiction Followed by Counterclaim
M15	Because parents know better for each child	Providing Reason
M16	Just do it first, who knows in the future you will know the intentions of your parents telling you to go to college and you may like it.	Providing Reason
M17	Enjoy it first, someday you will feel the results	Providing Reason
M18	You have to learn more more	Irrelevancy Claim
M19	"You can go to college while working, every time there is a will there is a way, just relax and follow the flow"	Providing Reason
M20	"college does not guarantee you will succeed, get a job after graduation. Education is important, money may have become more than just a necessity of life but knowledge is what we need to make money	Providing Reason
M21	You are wrong if the lecture is boring, in fact we go to college to gain knowledge and experience in the future will be applied in real life	Contradiction Followed by Counterclaim
M22	But I agree with her opinion.	Irrelevancy Claim
M23	You don't need to say that sist. I know in a whole of our life is not appropriate by what we want. Never regret by your decisions or your parent decisions because the best decision is from God and if you regret to your destiny it will make	Providing Reason

	everthing you'd done is terrible. Just doing the decision as good as possible by our sincere	
M24	What you say is not entirely wrong but I do not agree with you because in my opinion college will mature your knowledge and skills so after the process that has passed you will definitely get a better job and suit yourself.	Contradiction Followed by Counterclaim
M25	do what your parents wants. Parents will not lead to bad roads. In my opinion, college doesn't hurt	Providing Reason

Here from the table above, the total number of students who uttered Irrelevancy Claims (IC) are 2, Contradictions (CT) are 2, Contradiction followed by Counterclaims (CT Followed by CC) are 3, Providing Reason are 16, and Mitigation of God Willing are 2. According to Brown and Levinson, the students show positive face or need to be valued, liked, admired, and to maintain a positive self- image.<sup>11</sup> In this situation have inconsistency the power relations and there is less social distance between the speaker and the addressee.

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<sup>11</sup> Penelope Brown and Stephen C Levinson. *Politeness: Some Universals In Language Usage*, 61

### Situation 6

“You are sitting in a restaurant and ordering your favorite food. The waiter suggests not eating this food and trying the new special menu in that restaurant. You disagree with his offer. What would you say to the waiter?”

Table 4.19 the male students responses in situation 6

<b>Respondent</b>	<b>Utterance</b>	<b>Type of Disagreement</b>
M1	Sorry bro I want to eat food that I like.	Mitigation of Apology
M2	Oh sorry sis or brother I am not interested in the food you offer, I prefer my favorite food, thank you for the offer	Mitigation of Apology
M3	I want this message only, thank you	Contradiction
M4	I keep ordering my order and I'm not interested in the menu that you offer me	Contradiction
M5	No bro I used to eat this	Contradiction
M6	"Thank you, sir, for the advice, I chose the menu that I will choose"	Thanking
M7	Thank you for recommending the latest menu, but sorry I prefer this food because this is my favorite menu since I first ate at this restaurant.	Thanking
M8	"Sorry sir I keep ordering this menu"	Mitigation of Apology
M9	"sorry I want to order another menu"	Mitigation of Apology
M10	Sorry sis, I prefer my favorite food	Mitigation of Apology
M11	No, just leave it already. I don't want to try it already.	Contradiction
M12	Sorry, I don't like that food, I prefer this one	Mitigation of Apology
M13	Okay sist, but other times for the new menu, yeah, because my hobbies are still old menu.	Counterclaim



M14	Sorry sist but now I don't want to prioritize that special menu, I'm just in the mood for my favorite food.	Mitigation of Apology
M15	I prefer this one over that	Contradiction
M16	Oh thank you, but sorry maybe I'll try it next time.	Thanking
M17	Sorry I don't want that food	Mitigation of Apology
M18	Sorry, I want what I like	Mitigation of Apology
M19	"Sorry, bro, I think I should just order my favorite order."	Mitigation of Apology
M20	I want to eat this. (Pointing to the menu I chose)	Contradiction
M21	Sorry, I prefer what I want	Mitigation of Apology
M22	Thank you ... (then move away from the restaurant)	Contradiction
M23	I am sorry. I want to eat what I want and thank you for your suggestion.	Mitigation of Apology
M24	No thanks, I will only order the food that I usually eat	Contradiction
M25	smiled then said thanks	Thanking

Here from the table above, the total number of students who uttered Contradictions (CT) are 8, Counterclaim (CC) is 1, thanking are 4, and Mitigation of Apology are 12. In this situation, inconsistency between the powers of interlocutors exists, since one speaker who is being disagreed with is of a higher power level due to his position. The data displayed a clear effect of the addressee's power on formulating the expression of disagreement. According to Brown and Levinson, even though they

disagree and the social distance is less, they still maintain a positive self-image which aims to avoid judging impoliteness by other interlocutors by showing their disagreement by starting with word or phrase which contains apologizing.

### Situation 7

“At this moment you are talking a lecture taught by Mrs. Amanda who has been teaching for 10 years in your university. Mrs. Amanda is one lecturer who easily communicates with students. She always provides time for students to ask whether in or outside class. Even, she often gives spare time to serve the students. This friendliness make students adore her. One day you are not allowed to take her since you have not submitted the assignment as the prerequisite for the test. However, you are sure that you have submitted the assignment. What would you say to Mrs. Amanda ?”

Table 4.20 the male students responses in situation 7

<b>Respondent</b>	<b>Utterance</b>	<b>Type of Disagreement</b>
M1	Submit proof that I have sent the assignment.	Providing Reason
M2	I will check it out first and ask my friend, and when I am sure and my friend is convinced that I have submitted my assignment I will ask Mrs. Amanda to check again because I was afraid of my duty to slip or left in his house	Challenge
M3	Mrs., I'm sorry I sent the assignment before the deadline and I believe I have qualified to take the exam, maybe Mrs. forgot, but I have the proof Mrs.	Mitigation of Apology

M4	Sorry mrs, didn't I collect the assignment last week?	Mitigation of Apology
M5	I already miss, the proof is that I sent it. (show it)	Providing Reason
M6	"Mrs, I have accumulated tasks" I will continue to convince mrs. Amanda but if it is not given the opportunity, I will ask if there are remedial or other tasks that I can do so that I can take the exam	Contradiction
M7	Sorry, mrs. Amanda I have sent assignments that make my obligations as a student, try to check again whether there is really no assignment? If yes, please take the relief, I will send it back and apologize for my lack of discipline.	Mitigation of Apology
M8	"Sorry, I handed it over to you, so I was more careful in examining student worksheets."	Mitigation of Apology
M9	"sorry miss I am sure I have collected it, can be checked again maybe miss" by convincing him "	Challenge
M10	Sorry, ms, I previously sent the assignment via email, please check the email again	Mitigation of Apology
M11	Mrs. I have collected my duties. Maybe you forgot naro or skid. But I already sent it	Contradiction Followed by Counterclaim
M12	Sorry Mrs., as I recall sending the assignment, if not yet can I send it again and may take the exam?	Mitigation of Apology
M13	sorry mrs I have urgent needs that are fardhu kifayah, please give me a dispensation for this time	Irrelevancy claim
M14	Sorry, miss, but I have already collected the assignment, for example, if you don't believe, just ask the A, he does the work with me, but if you still don't believe it, I beg for your generosity, eg I am ready to be	Mitigation of Apology

	given another assignment and can take the exam.	
M15	I have sent, sir	Contradiction
M16	Sorry Mrs., please re-check my assignment feared tucked / overstated (unreadable) because I truly believe I have collected the assignment on the same day as other students.	Contradiction
M17	Please give me permission, ma'am, because I have done the task that you asked me to do	Contradiction
M18	I'm sure i send it last night	Contradiction
M19	"Sorry mrs, I have put together the task, please check again, if I lie you may not even pass me"	Mitigation of Apology
M20	Mrs. The task I have collected is in accordance with the process that you instructed the day before, sorry mrs. Maybe my task is slipping please check again.	Providing Reason
M21	Sir, what's the solution to this problem? So that I can take the exam, and I have already sent my assignment	Challenge
M22	Mrs. Please check the file again, it might be tucked or left behind. If there is still nothing, what should I do?	Challenge
M23	I am sorry mrs. But before I say sorry I need to recheck my prerequisite. Because everything is ensured. And afterthat I tell her and I refer the proof that I had done to sent the assignment	Mitigation of Apology
M24	I am sure I have sent the assignment with proof of assignment so I have the right to take the exam	Contradiction
M25	mrs. Amanda please give me the opportunity and policy to take the test. Because I have completed the assignment that mrs. Amanda gave. This might just be a system error.	Providing Reason

Here from the table above, the total number of students who uttered Irrelevancy Claim (IC) is 1, Challenges (CH) are 4, Contradictions (CT) are 6, Contradiction followed by Counterclaim (CT Followed by CC) is 1, Providing Reason is 4, and Mitigation of Apology are 9. In this case, they disagree with the higher interlocutors. In this situation, power and severity are useful starting points for examining how disagreement is expressed in academic contexts. Referring to Bavarsad, the data showed that mitigation of apology mostly employed by the respondents. it is one of strategy to show politeness when they disagree with their interlocutors. The use mitigation of apology affected by the background of the respondents. In Indonesian context, the respondents often show their disagreement by starting with word or phrase which contains apologizing.

### **Situation 8**

“By coincidence, you see one of your old friend, Elsa, in the street and he tells you to change your hairstyle because it's not beautiful and you look older. Unlike him, you like this style a lot. What would you say to Elsa?”

Table 4.21 the male students responses in situation 8

<b>Respondent</b>	<b>Utterance</b>	<b>Type of Disagreement</b>
M1	Everyone has a different style, this style is what I like.	Counterclaim
M2	I will thank my friends who have given advice but I will still maintain the condition of the hair because in my	Thanking

	opinion this style I want	
M3	Just let it be, I'm more confident with this hair style	Counterclaim
M4	Does my hair style look good?	Challenge
M5	I'm handsome for me not for you hahahaha ,, if I change my hair style then you like it again	Providing Reason
M6	"Thank you for your advice" Yes, next time I'll try to change my hair style again "	Thanking
M7	Elsa thanks for giving me suggestion on my hair, but I am more comfortable with this style and I have been very good at caring for my hair so it looks neat, clean, and fragrant.	Thanking
M8	"I'm better with this style so please understand"	Counterclaim
M9	"I am comfortable and like this hairstyle, I think it's good"	Counterclaim
M10	I like this hair style, this style suits me	Counterclaim
M11	I am more comfortable with this hairstyle.	Counterclaim
M12	Alright, I'll change my hairstyle later	Providing Reason
M13	Elsa, your hair is nicer than you used to now	Irrelevancy claim
M14	Sorry about my appearance indeed I did not pay much attention to it because for what, later on my best performance I will show with my halal partner only hmm.	Mitigation of God Willing
M15	Ok,next time I'll change	Providing Reason
M16	My style according to my wishes, everyone has their own style.	Providing Reason
M17	Stay like that, I like it	Irrelevancy Claim
M18	This is my style Elsa	Providing

		Reason
M19	"Thanks for the suggestion, but the guy must have an attitude so I still use this style"	Thanking
M20	"I like hair style like this, I also feel comfortable with my appearance.	Counterclaim
M21	Sorry if I used this style	Mitigation of Apology
M22	If you have a model like this I feel comfortable why I should change it.	Counterclaim
M23	I am sorry Elsa you don't mind if my utterance made you sad. But it be back to your style and my opinion. In my opinion your new hair made you so old. But I don't know about another people I just want to tell my opinion. And you don't mind if I said like that because we like by what we want, what we wear, what we style and not consider what they said.	Irrelevancy Claim
M24	I feel comfortable with a haircut like this but I will consider your advice	Providing Reason
M25	thanks for the advice, I'll think about it again.	Thanking

Here from the table above, the total number of students who uttered irrelevancy Claims (IC) are 3, Challenge (CH) is 1, Counterclaims (CC) are 8, Providing Reasons are 6, mitigation of god willing is 1, thanking are 5, and Mitigation of Apology is 1. Concerning the strategies proposed by Muntigl and Turnbull, the data revealed that counterclaims are the most frequently used strategy by the respondent. The counterclaim is the least face-threatening act comparing to other procedures. In this case, the students does not contradict directly. According to Zimmerman and West

as quoted by Coates (1993), in cross – sex conversation male speakers often delayed their minimal responses.<sup>12</sup> When talking with women, men seen to use interruptions and delayed minimal responses to deny women the right to control the topic of conversation. Men disobey the normal turn-talking rules in order to control topics. Control of topic is normally shared equally between participants in conversation.

### Situation 9

“You are discussing with your friends about the courses of the next semester during the break between two classes. Suddenly, Jane, one of your classmates, says something about the difficulty of the courses. A few days ago your friends, Eko and Maria, who are studying in that courses pass the exam and tell you exactly the opposite of what Jane said. What would you say to Jane ?”

Table 4.22 the male students responses in situation 9

<b>Respondent</b>	<b>Utterance</b>	<b>Type of Disagreement</b>
M1	Thank you	Irrelevancy Claim
M2	Where do you know that the course is difficult while you have never felt it ?, and I will tell you that our class brother said that the course actually returned from what you said jane	Challenge
M3	where do you know the MK is difficult jane? The older sister said the MK class was easy, let's just prove it when I entered	Challenge
M4	Is it true what was said by you Jane?	Challenge

<sup>12</sup> Jennifer Coates, *Women, Men, and Language*, 171 – 172.



M5	No, ahh ... Yesterday it was very difficult to pass the time we couldn't	Contradiction
M6	"Thank you, well I will study harder"	Thanking
M7	Jane, sorry, it seems like you haven't studied to the full, so you think how difficult the course is. I just learned to stay up late and in my opinion the course was not too difficult when chasing the questions given by the lecturer. Hopefully in the future you can be better, I believe you are able and easy to learn every knowledge in the course. Cheer up, jane ...	Irrelevancy Claim
M8	"It turns out that this course is easier than what you think so try"	Irrelevancy Claim
M9	"you find it difficult maybe because this course doesn't interest you, or maybe you didn't pay attention to this course while studying"	Irrelevancy Claim
M10	Hey jane, said my senior, this subject is not difficult, after all, you haven't learned it either, so how do you know if this lesson is difficult for us?	Challenge
M11	Ah really? Senior said our class isn't that easy.	Challenge
M12	Ohh, how come it's the opposite of Jane, maybe she hasn't felt this course yet	Irrelevancy Claim
M13	Well, it was easy. I was told by the steps by my senior	Contradiction
M14	Jane is not everyone as genius as you are, because you say that only from your point of view, I'm just telling you that people's abilities and geniuses are different.	Irrelevancy Claim
M15	Ask back?	Irrelevancy Claim
M16	It turns out the course is not too difficult as you said Jane, you're just scaring me.	Providing Reason
M17	I did not believe until I felt it firsthand	Contradiction
M18	You should like it before you	Irrelevancy

	understand it	Claim
M19	"Relax Jane, everything will pass easily, like water, just let it flow"	Providing Reason
M20	"Ah, you know where this course is 'complicated' Don't say what you don't know.	Providing Reason
M21	Sorry jane yesterday you said mk that sit it's not as difficult as what we think	Mitigation of Apology
M22	We will see later. We feel ourselves, don't bother listening too much to other people's words, moreover it's a negative point.	Providing Reason
M23	Jane why could you say that? Whereas we haven't studied to this material and you said is hard. How did you know it? And maybe you must ensure again to your opinion. Because I got the reported from our senior you can ask more clearly to this material before you tell us	Challenge
M24	Jane, after hearing the info from my senior, in my opinion, the subject is not so difficult, maybe it's just your prejudice	Contradiction Followed by Counterclaim
M25	Thank you for the information Jane. And just know enough to know Jane.	Thanking

Here from the table above, the total number of students who uttered Irrelevancy Claims (IC) are 8, Challenges (CH) are 6, Contradictions (CT) are 3, Contradiction followed by Counterclaim (CT Followed by CC) is 1, Providing Reason are 4, thanking are 2, and Mitigation of Apology is 1. According to Muntigl and Thurnbulls, it can be seen that male students mostly employed Irrelevancy Claim. Male students tended to use “refusing cooperate” towards their opposite sex hearers or interlocutors.

## b. Female

### Situation 1

“You are shopping for dresses for a party with your best friends (Diana & Hanna). Diana is choosing a dress you think is ugly and does not suit her, but Hanna says to Diana, “You need to buy it! You look so pretty. ” How will you respond if you disagree?”

Table 4.23 the female students responses in situation 1

<b>Respondent</b>	<b>Utterance</b>	<b>Type of Disagreement</b>
F1	I disagree with your choice. I think you have to choose other dress that make you seem more beautiful.	Contradiction Followed by Counterclaim
F2	Keep telling my opinion to Diana about the clothes she chose, then it will not force my own will / let her choose what she wants.	Counterclaim
F3	Looks like it doesn't suit in you. I think there are still others, let's see the others first.	Contradiction Followed by Counterclaim
F4	"Emm but in my opinion it doesn't suit you, before buying it, we better see another dress, who knows, there is a better dress."	Counterclaim
F5	Emm but in my opinion it's more appropriate to use the other one than that	Counterclaim
F6	I think you should choose according to what you like	Counterclaim
F7	Maybe I will see Diana's opinion about the dress. Because even though I said that the dress was not good, Diana said that the dress was nice and comfortable for her, yes I would agree even though I did not like it, because I had no right to regulate what Diana was wearing.	Providing Reason

F8	That's up to you diana, because you are wearing it I only give advice if the clothes you choose are not good, but I return them to you because those who feel your comfort, what is important is confident	Providing Reason
F9	In my opinion, that dress is not suitable for you, Diana	Contradiction
F10	In my opinion this dress is not suitable for Diana.	Contradiction
F11	Try searching again, I think there are more suitable" (while looking for a new dress)	Counterclaim
F12	Explain that the clothes chosen are not suitable for Diana	Counterclaim
F13	Give advice to him to choose another dress again	Counterclaim
F14	You do look very pretty diana, but I think the dress is not suitable.	Counterclaim
F15	Yes, the dress is nice. However, you should first wear whether the dress is comfortable to wear or not	Counterclaim
F16	Try to think about it again, where do you get the nice dress and if you buy it, you will regret it. But I return it again to those who want to buy clothes, if I like it, I don't. each person has his tastes. What is good for you is not necessarily good for me.	Counterclaim
F17	Ya, It such a beautiful dress but it seems like doesn't fit in you, I help you find the other one.	Counterclaim
F18	If I think it is not suitable then I will tell Diana as it is, that her dress is not suitable for her	Counterclaim
F19	In my opinion, we can still choose other dresses	Counterclaim
F20	I don't think this dress is suitable. Try to pay close attention. This dress looks good when we look closely, but if we look from a distance this is not very	Counterclaim

	good.	
F21	Maybe you think this dress is good, but everyone's taste is different	Irrelevancy Claim
F22	Okay, because this is for your party, I'll buy a dress that you think is nice, Diana	Irrelevancy Claim
F23	I don't think this dress reflects Diana. Look at other dresses.	Counterclaim
F24	I will give an argument in the form of a dress evaluation in my opinion. If Diana was wise enough, she would reconsider our opinion and not immediately take the decision that she agreed with Hanna's words	Counterclaim
F25	if you ask me, you're not fit to use it a little bit like that	Counterclaim

Here from the table above, the total number of students who uttered Irrelevancy Claim (IC) are 2, Contradiction (CT) are 2, Counterclaim (CC) are 17, Contradiction followed by Counterclaim (CT Followed by CC) are 2, and Providing Reason are 2. Concerning the strategies proposed by Muntigl and Turnbull, the data revealed that counterclaims are the most frequently used strategy by the respondent. There were 17 of the respondents using counterclaim. The counterclaim is the least face-threatening act comparing to other procedures. In this case, the speaker does not contradict directly. For examples the participants' utterances like *"I think the dress is not suitable, "In my opinion, we can still choose other dresses"*, and many others are recognized as a counterclaim strategy.

Those utterances reflected the speakers' disagreement, but they did not contradict directly. It was employed to save the interlocutor's positive face and try to be more indirect and more polite.

### Situation 2

“One of your lecturers named Mr. Rizky is a humorous lecturer both in and outside class. He is an experienced senior lecturer who is able to attract his student’s attention well. Mr. Rizky is always humorous in delivering his materials. You feel convenient and enjoy his lecturer. However, you are dissatisfied with the grade you obtained for the course, which is C. Even more, when knowing the grades you earned you actually deserve an A. To overcome your dissatisfaction, what would you say to Mr. Rizky ?”

Table 4.24 the female students responses in situation 2

<b>Respondent</b>	<b>Utterance</b>	<b>Type of Disagreement</b>
F1	Excuse me sir. I want to complain about my grade that you give. Why do I get the grade of C?	Challenge
F2	If indeed I feel confident that I will get an A in the course, but in the end I get a C, I will ask why I get such a grade even though in the case of absenteeism and others I always fulfill it.	Challenge
F3	Excuse me, why did I get a C, sir? While I am diligent in entering, the UTS score is 90 and I am also quite active in the learning process.	Challenge
F4	Sorry sir may I know the reason why my grade is C? Because I feel that I meet the assessment criteria of the teacher. "	Mitigation of Apology

F5	Sir, how come my grade is C in your course? Even though I have tried as much as possible and I think my answers meet the criteria of the question you gave.	Challenge
F6	Ask for more value considerations	Irrelevancy Claim
F7	I will try to be critical if I am in this position. This problem is an oppression for me personally, where I will explain the concrete evidence that I should get the value of a C	Counterclaim
F8	Will ask a question to Mr. Rizki why I get a grade of c, what is the reason? So that I can learn from the mistakes I have made	Challenge
F9	Apologies in advance, sir, are there any incomplete values in me? Can I ask for additional assignments to improve my grades?	Challenge
F10	I will talk to him about improving the value of my courses.	Irrelevancy Claim
F11	"Sorry sir, I want to ask for a summary of my overall value, I think you are mistaken in giving my value"	Mitigation of Apology
F12	explained that there was a mistake in my grades that you gave to me because I felt there was no problem during the lecture	Counterclaim
F13	Sorry sir, I have done and entered college according to the rules, is there an error? Why is the value I c that should a please transparent	Mitigation of Apology
F14	Sorry, sir, why did you give me a c? What was my mistake so I could fix.	Mitigation of Apology
F15	Sorry sir before, my grade on the course you got c. But I want to ask, why do I get c. Am I lacking or is there one task that I don't do or collect?	Mitigation of Apology

F16	Sorry sir, why did I get a C? Please explain, sir, my mistake ... God willing, I will fix it in the future. Thank you sir.	Mitigation of Apology
F17	Exusme mr, sorry for distrub you. if you dont mine. I want to know the reason why I got C in your subject.	Mitigation of Apology
F18	I will meet and ask about the certainty of my values with Mr. Rizky regarding my grades	Providing Reason
F19	Can I make improvements to your material?	Challenge
F20	Sorry Mr. Rizky, if you are pleased, I want to know the details of my values. Fear there is an error.	Mitigation of Apology
F21	Sorry sir, is there any improvement in value for me? Because I don't think I deserve a C grade, I have never been absent in the eyes of your college & always do my assignments on time	Mitigation of Apology
F22	Thank you sir	Irrelevancy Claim
F23	Sir, is value a reference to ability? if yes, am I allowed to ask you to reassess my ability, sir?	Challenge
F24	I will ask a few questions and make a comparison between the academic grades I have and my social values / behavior.	Providing Reason
F25	Sorry sir, you're not mistaken about giving me grades like this. even though I've done things to get an A	Mitigation of Apology

Here from the table above, the total number of students who uttered Irrelevancy Claims (IC) are 3, Challenges (CH) are 8, Counterclaims (CC) are 2, Providing Reason are 2, and Mitigation of Apology are 10. Referring



to Samira Bavarsad, the data showed that mitigation of apology mostly employed by the respondents. it is one of strategy to show politeness when they disagree with their interlocutors. The use mitigation of apology affected by the background of the respondents. In Indonesian context, the respondents often show their disagreement by starting with word or phrase which contains apologizing.

### Situation 3

“You are in a car with your brother. You know the way very well, and you have to turn left at the next intersection, but your brother says: “I am turning right here. I think it’s a short cut. ” However, you do not agree, so you say:”

Table 4.25 the female students responses in situation 3

<b>Respondent</b>	<b>Utterance</b>	<b>Type of Disagreement</b>
F1	I don't agree if we have to turn right. We should turn left.	Contradiction
F2	Tells that a good road is on this lane, not that lane.	Contradiction
F3	I often turn left, if to the right he stuck.	Counterclaim
F4	"Are you sure? I often pass through this regional road, and in my opinion it would be better if we turn left at the next intersection."	Contradiction
F5	What if you get lost? Just take it safely, it's not hard to get around.	Providing Reason
F6	Better to go through the usual path, if not too sure and know the track	Contradiction
F7	I will say that the exact path is the right lane because I have already passed that lane. If you have never crossed it and it's the first time to pass that road, yasudah follow what I said	Contradiction Followed by Counterclaim

F8	This is based on my experience, so it would be better if we follow the path that has been taken in order to arrive on time, if you do not hear my words, I will just follow	Counterclaim
F9	No, we better turn left. The road is better while the road there is damaged	Contradiction
F10	Don't turn right, I know better how to turn left, you better turn left.	Contradiction
F11	"should go left, I memorize this street"	Contradiction
F12	I will explain that turning left is the better way known to avoid getting lost on the way	Contradiction
F13	Do not go through it later strayed	Contradiction
F14	why don't we take the normal road? If we don't know the way, I'm afraid we will get lost.	Counterclaim
F15	I have already passed here before, we should turn left	Contradiction
F16	Don't just turn away later. Already we just turn left	Contradiction
F17	I have been there for many times. So, just follow me. I know the truth.	Counterclaim
F18	I will ask if he really knows the way and has already passed it, if not yet the numbers I will say it's better to choose the left turn	Providing Reason
F19	I know this road well, we should turn left. Right is not the right way. Trust me	Contradiction
F20	Yes, turning right is a shortcut, but the road is not good. Many holes and large rocks that hinder the journey.	Counterclaim
F21	I know this way, so it's best to just turn left	Counterclaim
F22	Don't turn right that's not right	Contradiction
F23	I don't think there are any shortcuts there. Let's turn the direction and return to the previous road	Counterclaim

F24	I will tell him that the road that should be taken is to turn left. I will not blame him, it's good we also take this road so we know the area around here.	Counterclaim
F25	Why turn right, turn left. I already know the exact street. I often pass by	Counterclaim

Here from the table above, the total number of students who uttered Contradictions (CT) are 13, Counterclaims (CC) are 9, Contradiction followed by Counterclaim (CT Followed by CC) is 1, and Providing Reason are 2. In this situation, according to Muntigl and Thurnbulls the data revealed that contradiction was the most frequently used strategy. The respondents contradicted directly with their interlocutors. It seemed that they do not keep save the face of their interlocutors. They treated their interlocutors differently. Female students employed conflictives, which have the most impolite intention, mostly when and where the addressee is of the same sex.

#### **Situation 4**

“You get a bad score on your mid-term. Your father says to you: “You should focus only on your studies and leave all organizations or clubs you are involved in. ” You do not want to follow what your father said so you say:”

Table 4.26 the female students responses in situation 4

<b>Respondent</b>	<b>Utterance</b>	<b>Type of Disagreement</b>
F1	I'm so sorry dad. I want to join with my club. I think it so good for me and so useful for me. Please give me chance to join it.	Mitigation of Apology
F2	I said that I would continue to join the organization / club and promised to focus more on the field of study.	Contradiction
F3	No, it doesn't affect the organization, this is just the lecturer, and the classmates are also average.	Providing Reason
F4	I will try even more to divide my study time, sorry for disappointing, but I can not leave the organization. I will try my best in the final exam later. "	Counterclaim
F5	Yes dad, I will study even more diligently. But I can't just leave the organization / club that I like, sir. But maybe it can be reduced.	Counterclaim
F6	I will manage the time as well as possible so as not to repeat it.	Providing Reason
F7	Value is not a very important thing because value is not a benchmark for success or not someone, even when we go to college coupled with us joining the organization will support us personally, make us active, get to know many people, interact with many people, of course in we have a lot of connections in the future	Providing Reason
F8	I will focus first on my study, for organizational matters I will look at the conditions, and inevitably if the organization I follow must have the intention if the study is more important	Providing Reason
F9	Sorry dad, I'll study harder. But I cannot leave the organization. Because, college is not just sitting in the classroom	Mitigation of Apology

F10	I will improve my values in campus, without me having to leave the organization that I belong to, father, you must trust me.	Counterclaim
F11	"Sir, if I have got the mandate within the organization, I must complete the mandate until the end. For value, if you try, it will be better next time."	Providing Reason
F12	I will explain that not all the knowledge gained in the classroom outside we can get and by joining the organization too many lessons that I get that I can not get in the classroom	Counterclaim
F13	Can while studying	Irrelevancy Claim
F14	sorry sir, maybe I did not practice enough and not good at dividing time. Let me join the organization, I will try to divide my time well.	Mitigation of Apology
F15	I will focus on my father's study, but I will try to focus more without leaving the organization	Counterclaim
F16	My father apologized in advance, the organization did not interfere but instead added insight into other fields, it's just that I could not manage my time well. God willing, in the future I will fix it ... so father, please allow me to keep up with the activities of the organization ...	Mitigation of Apology
F17	Dad, I apologize for my bad latest bad score but I cant leave all my organization because I have responsible on it. I promise I will fix all my study and get the best score.	Mitigation of Apology
F18	Speak well	Counterclaim
F19	My father, I did not want to just be proficient in academics, as a student I also had to participate in organizations to benefit the community and for my experience	Counterclaim

F20	I'm sorry, I can't leave the organization that I'm in right now. From this organization I learned a lot of things that I didn't get in class. This is all not the fault of the organization, but this is my fault for not being able to divide time well. I promised to be able to share my time well so that my test scores did not disappoint my father.	Contradiction Followed by Counterclaim
F21	father, the level of intelligence of a person is different, and not all children excel in academics.	Providing Reason
F22	I will not enjoy my school if I do not join my father's organization, because organization is the development of my talents	Counterclaim
F23	Maybe I really am not focused father. But this is not one of the organizations or clubs that I belong to. I will continue to join the organization and will try to do better in my studies.	Counterclaim
F24	I have worked hard for this (study). Being too focused on one point, makes me bored. I need to socialize with others. This has nothing to do with organizing.	Counterclaim
F25	Sorry, I can't leave the organization because it concerns my interests and talents	Mitigation of Apology

Here from the table above, the total number of students who uttered Irrelevancy Claim (IC) is 1, Contradiction (CT) is 1, Counterclaim (CC) is 10, Contradiction followed by Counterclaim (CT Followed by CC) is 1, Providing Reason is 6, and Mitigation of Apology is 6. According to Muntigl and Turnbolls in this situation students mostly employed counterclaim. The students' disagreement, but they did not contradict

directly. It was employed to save the interlocutor's positive face and try to be more indirect and more polite. Besides the social distance is close also there is cultural aspect affected. In Indonesia, a daughter should keep the norm and ethic to parents. Also as a habit of parents to taught to they children in order to shown a responsive and respect felt.

### Situation 5

“You sit next to a girl in the first day of orientation on campus. You never met her before. However, she suddenly says to you: “ I have no idea why my parents sent me to this boring place again. I would rather work now and make money. Going to school is just useless and a waste of money. ” You do not agree with what she said so you say:”

Table 4.27 the female students responses in situation 5

<b>Respondent</b>	<b>Utterance</b>	<b>Type of Disagreement</b>
F1	Guys. I think you shouldn't say it. This your chance to be able to college. With this you can get work more worth and better to you.	Providing Reason
F2	Parents want the best for their children, maybe he wants to have highly educated children, maybe your mother wants children who have broader knowledge, so your mother sends miles to this campus to study work problems we can get after graduation .	Providing Reason
F3	too much speak!	Contradiction
F4	"hey working and making money might be fun for you, but try to like the world of lectures. You can get lots of friends and with lecture experience maybe you can get a more pleasant job compared to before."	Providing Reason

F5	Have you talked about this with your parents? I think you should discuss this with your parents carefully, because this can affect your future in the future.	Providing Reason
F6	Sorry, maybe your parents want you to get more knowledge so you can find out about a better way of life not just looking for material	Mitigation of Apology
F7	Parents want the best for their children. Maybe you think college is boring but college will also make your life better later. It is precisely from that lecture that at least we will be guaranteed the work we will do later	Providing Reason
F8	It would be better if you just follow the flow first by trying to be sincere, hopefully in the future you feel comfortable because parents will not do something if it's not good	Providing Reason
F9	All parents want the best for their children. Therefore they sent you here so that your education is better.	Providing Reason
F10	Everything that parents do is best for their children, who knows your career is here.	Providing Reason
F11	"I'm sure your parents have a good reason for making that decision."	Providing Reason
F12	I will explain that choosing to work or studying is good, nothing is wrong, it's just that lecture is also important to seek more knowledge, don't ever feel that our knowledge is enough until whenever	Providing Reason
F13	Education is important because it respects your parents, they want you to get a good education	Providing Reason
F14	Just go through the process first, if you sincerely go through it then you will reap the results later	Providing Reason
F15	Studying knowledge is mandatory, then there is no word useless.	Providing Reason



F16	Don't say that, parents must have good intentions behind all this. Enjoy, live, be thankful :)	Providing Reason
F17	I dont think so, you have to looking around on the people who study. Many of people success in study, it is for your future.	Contradiction Followed by Counterclaim
F18	Give it motivation	Providing Reason
F19	You will know if you have graduated from this place whether you waste your money or not, just do it first. Many out there want to be like you	Providing Reason
F20	Every parent would want the best for their children. They sent you to this place because they want you to be better than them. Continuing education to a higher level. Their aim is very good. This place is not as boring as you think. Try to live it first, enjoy each process.	Providing Reason
F21	Maybe you say that because you haven't adapted to this place, I'm sure as time goes by you will feel comfortable here	Providing Reason
F22	Everyone does have a different way of thinking, it's not wrong you think like that, maybe your soul is the soul of an entrepreneur, but I think education is still the most important	Providing Reason
F23	You know, there is no point in vain in the world. You just haven't found the right thing on campus that you think can develop your abilities and experience.	Providing Reason
F24	Work is necessary, but learning is necessary. Maybe by learning will not immediately get money, but believe in learning you will get more than that.	Providing Reason
F25	Hmm, sorry, it seems like your thoughts are wrong for me ...	Mitigation of Apology

Here from the table above, the total number of students who uttered Contradictions (CT) is 1, Contradiction followed by Counterclaim (CT Followed by CC) is 1, Providing Reason are 21, and Mitigation of Apology are 2. According to Bavarsad the students mostly uttered providing reason. The students used a highly face – threatening act which can result in negative social relations thus people try to employ politeness strategy while expressing disagreement to reduce the threat they are imposing on the interlocutor’ face as well as to avoid judging impoliteness by other interlocutors. Female students tend to use ‘providing reason’ and ‘down toned suggestion’ towards female interlocutors (same sex).

### Situation 6

“You are sitting in a restaurant and ordering your favorite food. The waiter suggests not eating this food and trying the new special menu in that restaurant. You disagree with his offer. What would you say to the waiter?”

Table 4.28 the female students responses in situation 6

<b>Respondent</b>	<b>Utterance</b>	<b>Type of Disagreement</b>
F1	Sorry, I just want to this menu. Thanks.	Thanking
F2	Now I want to eat this food, let me try this new special food again next time.	Counterclaim
F3	Sorry, I just want to order an ordinary sis	Mitigation of Apology
F4	I'm sorry it seems like I'm going to keep ordering my favorite food. "	Mitigation of Apology
F5	Try it for free, miss? If it doesn't taste like my taste buds.	Counterclaim
F6	Sorry, but I just want to order this food.	Mitigation of Apology

F7	I stick with my choice. If I like my food why should I try new foods?	Contradiction
F8	I don't want to try it this time, let me order a menu that I like because it's a shame if it's not eaten because I don't want a new menu for now	Contradiction Followed by Counterclaim
F9	Sorry but I want to order my favorite menu	Mitigation of Apology
F10	Sorry, I want to order what I want to eat.	Mitigation of Apology
F11	"I'll keep ordering it, miss, it's my favorite"	Contradiction
F12	I don't want the food, I just want the food that I chose	Contradiction
F13	Thank you sis, sorry but I want to order another	Thanking
F14	Yes, thank you. But I want to order my favorite food. Maybe I'll try it next time.	Thanking
F15	Sorry sis, I currently want to eat my favorite food. Maybe next time I'll try the special menu	Mitigation of Apology
F16	Sorry sis before, I'm the buyer here. The buyer is king, so please respect me. Thank you	Mitigation of Apology
F17	Id love to eat the special menu, but today I want to eat another food. Maybe, Ill try the special menu in another time.	Counterclaim
F18	Say sorry and say thank you for the recommendation and choose the order that I want	Mitigation of Apology
F19	I want to eat this food, sis.	Contradiction
F20	Thank you sis / bro for the offer. But sorry, I'm in the mood to eat this menu. Maybe at another time.	Thanking
F21	Thank you for the offer, but I will order the food that I want	Thanking
F22	No thanks, I will only order this	Contradiction
F23	Thank you for the advice. But I think I just want to eat this food. Next time I'll try the new menu.	Thanking

F24	Sorry, I used to order this food. Next time I will try the new menu.	Mitigation of Apology
F25	I want to keep eating this one and not that one. whatever the reason.	Contradiction

Here from the table above, the total number of students who uttered Contradictions (CT) are 6, Counterclaims (CC) are 3, Contradiction followed by Counterclaim (CT Followed by CC) is 1, Thanking are 6, and Mitigation of Apology is 9. In this situation, has inconsistency on power relations. The data displayed a clear effect of the addressee's power on formulating the expression of disagreement. Even though they disagree and the social distance is less, they still maintain a positive self-image which aims to avoid judging impoliteness by other interlocutors by showing their disagreement by starting with word or phrase which contains apologizing. Apology also become a norm and ethic which is shown as a humble people.<sup>13</sup>

### **Situation 7**

“At this moment you are talking a lecture taught by Mrs. Amanda who has been teaching for 10 years in your university. Mrs. Amanda is one lecturer who easily communicates with students. She always provides time for students to ask whether in or outside class. Even, she often gives spare time to serve the students. This friendliness make students adore her. One day you are not allowed to take her since you have not submitted the assignment as

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<sup>13</sup> Melania, “Gender Differences in the Usage of Apology: A Pragmatics Study”. (Skripsi.: English Education Department, UIN SMH Banten, 2019), 77

the prerequisite for the test. However, you are sure that you have submitted the assignment. What would you say to Mrs. Amanda ?”

Table 4.29 the female students responses in situation 7

<b>Respondent</b>	<b>Utterance</b>	<b>Type of Disagreement</b>
F1	Excusme mrs, I feel the task has sending to you.	Counterclaim
F2	"Sorry, Mrs. I want to confirm that I have sent the assignment for the requirements to take the exam and this I bring proof that I have completed it (along with the proof of sending the assignment)	Mitigation of Apology
F3	Ms. I already sent the assignment to miss .. miss can see this is in my email sent box and was sent 1 week ago. Miss, sorry, can you check your email, for example? Maybe it's in the spam box.	Challenge
F4	"Is my assignment not done yet, ma'am? Because I have already given up my assignment to my mother at the same time as the others. You can ask my seatmates if you don't believe me."	Challenge
F5	I resend mrs. But before that, I had submitted my assignment well before the exam. Can you check again Mrs. Thank you in advance.	Counterclaim
F6	Request relief or request additional time to resend the assignment	Providing Reason
F7	Of course I will say that I have sent the assignment, plus I will provide proof that I have made the assignment.	Counterclaim
F8	Do Mrs., have checked my assignment beforehand who knows slip mrs. If there really isn't, I will accept any assignment to take the supplementary exam, with a heavy heart	Challenge

F9	Sorry, ma'am, I already sent the assignment. You can check again. And I have to take this exam.	Mitigation of Apology
F10	Mrs. I really sent the assignment.	Contradiction
F11	"please mrs, I have submitted the assignment, you can re-check your email" (while submitting proof that I have sent it)	Counterclaim
F12	I was sent the assignment and the one given at the time of collection	Contradiction
F13	Mrs. I have collected it please look back miss	Challenge
F14	Sorry miss, can I take the miss class exam? I really sent the assignment to miss. This proof is miss that I have sent.	Mitigation of Apology
F15	Sorry Mrs. Amanda, before I had done and put together her assignment So can I take the exam?	Mitigation of Apology
F16	Sorry miss, but I have submitted the assignment before the miss exam. If it's not there, I'll send it right now. Can I miss it after I send my assignment to take an exam in another class? Thank you miss	Mitigation of Apology
F17	Im really sorry for the inconvenience. But, let me explain this mrs. I have done my task before the deadline, if you dont mine, would you check my task once again in your desk?	Mitigation of Apology
F18	Speak well and provide evidence	Counterclaim
F19	I'm sure I have sent my assignment. Can it be checked again?	Contradiction
F20	Mrs. Amanda, apologize in advance. I have submitted my assignment. If Mrs. Amanda does not believe, my friend is proof. I collected assignments together with him. If there really isn't any, can I return my assignment?	Mitigation of Apology
F21	Mrs I have sent my assignment to mother, it's better if you check again.	Counterclaim

F22	Sorry, Miss. I remember well giving up the assignment to Miss, but if Miss does not allow me to take the exam, give me relief and allow me for the supplementary exam.	Mitigation of Apology
F23	Sorry Miss, I have proof that I have completed my assignment and sent it. If I show that evidence and give back my assignment. Mrs. will allow me to take the exam?	Mitigation of Apology
F24	Sorry miss, I have sent my assignment. Miss can check again. And if it's true that I didn't send the assignment, I asked for a policy to repeat doing the other assignments to fill in that grade.	Mitigation of Apology
F25	Sorry Mrs. I already submitted the assignment yesterday. Mrs, this is the proof	Mitigation of Apology

Here from the table above, the total number of students who uttered Challenges (CH) are 4, Contradictions (CT) are 4, Counterclaims (CC) are 6, and Mitigation of Apology are 11. In this situations the students could indicate their reluctance to impinge on the interlocuters and thereby partially redress that impingement. The respondents most used mitigation of apology affected by the background of the respondents. In Indonesian context, the respondents often show their disagreement by starting with word or phrase which contains apologizing. By using negative politeness, speaker could pay respect, maintain social distance, and avoid threat.

### Situation 8

“By coincidence, you see one of your old friend, Elsa, in the street and he tells you to change your hairstyle because it's not beautiful and you look older. Unlike him, you like this style a lot. What would you say to Elsa?”

Table 4.30 the female students responses in situation 8

<b>Respondent</b>	<b>Utterance</b>	<b>Type of Disagreement</b>
F1	I disagree with your opinion. I think my hair most beautiful and I like this.	Contradiction Followed by Counterclaim
F2	Sorry elsa I'm more comfortable with my hair style and thanks for giving advice	Mitigation of Apology
F3	I'm already comfortable with this one.	Counterclaim
F4	"Love me just the way I am. Thank you for the suggestion, but I still really like this style. Maybe next time I'll try another style."	Thanking
F5	Maybe you are right, but I have long treated this style	Counterclaim
F6	Thank you for your attention, but I'm comfortable like this	Thanking
F7	If I'm comfortable With hair like this, why should I change it?	Challenge
F8	Sorry, it's not that I don't respect your opinion, it's just that I take care of my hair, so it doesn't matter if my hair wants to be stylish no matter how important it doesn't harm you.	Mitigation of Apology
F9	I am happy with this hair style	Counterclaim
F10	Thank you for the advice you gave, but I really like this haircut.	Thanking
F11	"This is already good, in my opinion, I'm more comfortable like this."	Counterclaim



F12	I'm comfortable with this hairstyle and I look for myself not for other people so when it's comfortable like this the hair style will always be like this	Counterclaim
F13	Sorry Elsa, I'm comfortable with my hair style, and if I am changed I feel insecure	Mitigation of Apology
F14	thank you elsa for the suggestion, I will think about it later.	Thanking
F15	Oh yes, thank you for your suggestion friend. But I am happy with my hair style. So for now I don't want to change it.	Thanking
F16	Elsa I like my current hair, if you don't like it, what is the reason that you don't like it? Does it bother you?	Challenge
F17	Thank u for your suggestion elsa, but I like this hair very much.	Thanking
F18	Thank you for the advice	Thanking
F19	Thanks for your advice. But I like this style.	Thanking
F20	Thank you Elsa for your criticism, but I'm really comfortable with a hair style like this.	Thanking
F21	You just met already playing set my hairstyle. Like me	Counterclaim
F22	I'm comfortable with myself and I'm confident	Counterclaim
F23	Thank you for the advice Elsa. Later after I get bored I'll change my hair style.	Thanking
F24	Thank you for your appreciation. But I still don't want to change it. This style is very comfortable for me. Whatever people's judgment on me, I accept it, but I still want to be myself and do what I want.	Thanking
F25	Hehe, because I like this hair style, what do I want people to say I don't care	Counterclaim

Here from the table above, the total number of students who uttered Challenges (CH) are 2, Counterclaims (CC) are 8, Contradiction followed by Counterclaim (CT Followed by CC) is 1, thanking are 11, and Mitigation of Apology are 3. In this situation, the interlocutors are status equal. The respondents used thanking to save the interlocutors' face by not producing a direct contradiction. According to Scollon and Scollon as cited by Vahid Parvaresh gender highly affects the use of strategies while performing the speech act of disagreement even there is a high amount of solidarity.<sup>14</sup> The students try to employ politeness while expressing disagreement to avoid judging impoliteness by other interlocutors.

### **Situation 9**

“You are discussing with your friends about the courses of the next semester during the break between two classes. Suddenly, Jane, one of your classmates, says something about the difficulty of the courses. A few days ago your friends, Eko and Maria, who are studying in that courses pass the exam and tell you exactly the opposite of what Jane said. What would you say to Jane ?”

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<sup>14</sup> Vahid Parvaresh and Abbas Eslami Rasekh, “Speech Act Disagreement Among Young Women in Iran”, *CLCWeb: Comparative Literature and Culture*, Vol. XI. No.4, (December, 2009),1.

Table 4.31 the female students responses in situation 9

<b>Respondent</b>	<b>Utterance</b>	<b>Type of Disagreement</b>
F1	I disagree with your opinion. Because, yesterday I get the inform from my senior that material not difficult.	Contradiction Followed by Conterclaim
F2	But according to the class who studied yesterday it said the subjects are not as difficult as you know, even easier, but just look at how	Counterclaim
F3	But eko and smaria said are not really hard, as long as they are diligent in class.	Counterclaim
F4	"Hey, why are you overdoing it yesterday? Don't make other people panic because of what you say. When it is true that the course is difficult, we can ask a few seniors right?"	Providing Reasonn
F5	Just have all the time. Later we will also feel how the matkul. Trouble is difficult or not later. Most importantly we do our best anyway.	Providing Reason
F6	We must keep Husnudzan and make sure in our hearts that everything will be easy and how easy the course is. The next matter is to give to Allah, the only one who makes it easy is God and the one who makes it difficult is because we are lazy to learn.	Mitigation of God Willing
F7	Don't judge something that we haven't felt or gone through before. Don't be influenced by what people say before we feel it	Providing Reason
F8	Really, really ... because what I know from the class isn't like that, but we'll see	Counterclaim
F9	But Jane, according to my senior, those eyes aren't that difficult. Anyway you	Counterclaim

	haven't tried it	
F10	Turns out what Jane said was not so difficult.	Irrelevancy Claim
F11	"our senior recently said that it wasn't too difficult, hopefully so"	Providing Reason
F12	Yesterday my senior said that these subjects were not difficult, he had learned them	Providing Reason
F13	Maybe we just learned it, if we enjoy it will be fun and easy	Providing Reason
F14	Oh I see, Jane, but a few days ago, Eco and Maria said that the semester course would not be too difficult.	Providing Reason
F15	Jane, something we think is difficult might be because we haven't tried it and tried to do it. So we should try and try first yes	Providing Reason
F16	Jane take it easy, I was told by your sister yesterday that the page is not what you imagined	Providing Reason
F17	Jane, the subject that you told yeaterday is really fun and easy. You have to take it easy when u want to get it easy.	Providing Reason
F18	Ask what made the course difficult	Irrelevancy Claim
F19	If we don't live, we won't know it's difficult or easy jane	Providing Reason
F20	According to Eko and Maria, the subject was not that difficult. Maybe because we haven't studied and understood the course, you find it difficult. Don't judge a book by its cover.	Counterclaim
F21	Jane, are you lying about this subjects?	Challenge
F22	We just enjoy how the course will be the most important thing we have to study hard	Providing Reason

F23	In every course there must be difficulties and ease. Eko and Maria explained interesting things to the course yesterday to me. And that sounds fun.	Providing Reason
F24	Don't be prejudiced, Jane. We don't even know how difficult the course is because we haven't learned it yet. We should prepare for it. Things that others think are difficult, not necessarily difficult for us.	Providing Reason
F25	Jane, I actually know that the course you said in the next semester isn't as difficult as what you say. the thing is I have already talked to my senior, namely Sis Maria and Eko. They said it is easy.	Providing Reason

Here from the table above, the total number of students who uttered Irrelevancy Claim (IC) is 2, Challenge (CH) is 1, Counterclaim (CC) is 5, Contradiction followed by Counterclaim (CT Followed by CC) is 1, Providing Reason is 1, and Mitigation of god willing is 1. According to Muntigl and Thurnbulls, in this situation female students mostly employed counterclaim. Female students tend to be more indirect and less aggressive even though the severity of disagreement is less.

## 2. Interview

Based on the result of interview, the researcher asked 5 question to the respondent and will analyze with a brief description. The respondents would be identify as M1 – M5 for male and F1 – F5 for female.

M1= the first male respondent in doing disagreement, mostly uttered Mitigation of Apology to all of type of interlocutors. According to Brown and Levinson, even though M1 disagree, he still maintain a positive self-image which aims to avoid judging impoliteness by other interlocutors by showing their disagreement. The use mitigation of apology affected by the background of the respondents. In Indonesian context, the M1 often show his disagreement by starting with word or phrase which contains apologizing. It is inline with Melania (2018) Apology also become a norm and ethic which is shown as a humble people.<sup>15</sup>

M2 = the second male respondent mostly uttered counterclaim. According to Muntigl and Turnbills counterclaim is the most polite face-threatening act comparing to others. M2 does not contradict directly. It was employed to save the interlocutor's positive face and try to be more indirect and more polite. To the lower interlocutors M2 uttered contradict directly, even though M2 contradict directly he still apply the counterclaim to soften their utterance.

M3 = the third male respondent employing contradict to the lower and equal interlocutor. But to the higher level interlocutor he not forget to applying counterclaim even contradict directly. M3 contradicted directly with their interlocutors. It seemed he do not keep save the face of their

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<sup>15</sup> Melania, "Gender Differences in the Usage of Apology: A Pragmatics Study". (Skripsi.: English Education Department, UIN SMH Banten, 2019), 77

interlocutors. He treated their interlocutors differently. He tried to save interlocutors' face when their interlocutors were higher. However, he did not save their lower interlocutors' face. Thus, power and distance greatly influenced to face-threatening act

M4 = almost same with M3, the fourth male respondent contradict directly to the interlocutor with lower status. But to the higher status, according to Maryanty M4 tried to be polite and tend to use 'providing reason' and 'down toned suggestion' towards female interlocutors (same sex).

M5 = the fifth male respondent uttered varieties of disagreement strategies. To the equal status and have close social distance, M5 contradict directly. To the higher interlocutors, M5 avoid disagreement by using token agreement, hedging, and white lies.<sup>16</sup> While, to the lower status and have less social distance, M5 also avoid disagreement, he show a marked reluctance and hesitance to express their disagreement.

F1 = the first female respondent to the lower status and less social distance, F1 contradict directly. To equal status and have close social distance, she contradict directly but applying counterclaim to reduce the interlocutors' face. Then to the higher interlocutor F1 applying mitigation of apology. She used word or phrase of apology before saying

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<sup>16</sup> Penelope Brown and Stephen C Levinson. *Politeness: Some Universals In Language Usage*, 112-113

disagreement utterances. When people applying varieties of disagreement to varieties of interlocutor with varieties of gender, power relations, and social distance, it is mean she have good pragmatic competence.

F2 = according to Muntigl and Turnbolls, if to the equal status, she uttered counterclaim. Counterclaim is the most polite face-threatening act comparing to others. F2 does not contradict directly. It was employed to save the interlocutor's positive face and try to be more indirect and more polite. To the lower interlocutors F2 uttered contradict directly. While to the higher interlocutor like to the lecturer, F2 choose to seek agreement by engaging in safe topics.

F3 = the third female respondents, according to Muntigl and Turnbolls she used counterclaim strategy to interlocutor with equal status. She needed to be valued, liked, and maintain positive self image. Opposite with lower status, she used contradict strategy. It seemed that she do not keep save the face of their interlocutors. While to the higher status of interlocutors, F3 avoid agreement by applying white lies.

F4 = almost same with M2, F4 uttered counterclaim to all of type of interlocutors with variety of power relations, gender, and social distance. According to Muntigl and Turnbolls counterclaim is the most polite face-threatening act comparing to others. F4 does not contradict directly. It was



employed to save the interlocutor's positive face and try to be more indirect and more polite.

F5 = the fifth female respondent employing contradict with equal status of the interlocutor. She contradicts directly when the severity of disagreeing is less. To the higher, F5 tend to be polite by applying counterclaim. To the lower F5 prefer avoid agreement by white lies, to avoid judging impoliteness by others interlocutors.

### C. The Discussion

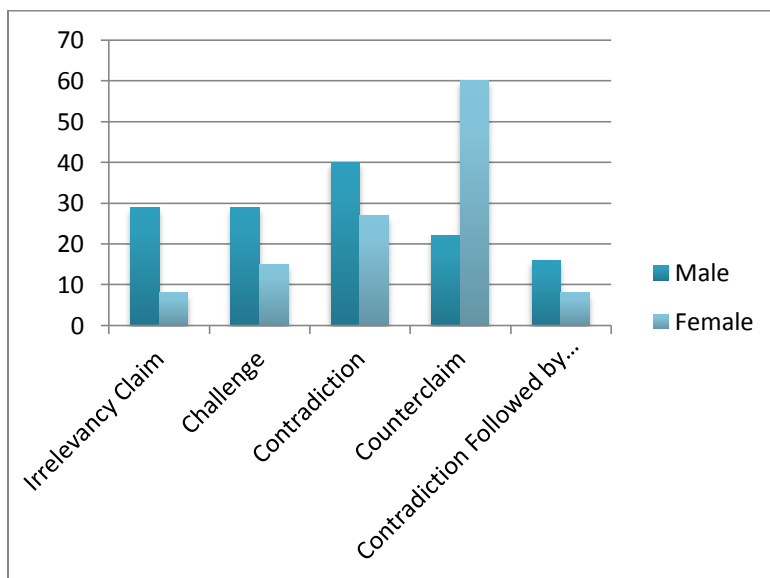
After analyzing all data from the DCT and interview. The researcher has obtained results from disagreement responses used by male and female students. The result would display using the table and graphic below.

Table 4.32 The differences between male and female in responses disagreement

Type of disagreement	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Irrelevancy Claim	29	12,9%	8	3,5%
Challenge	29	12,9%	15	6,7%
Contradiction	40	17,8%	27	12%
Counterclaim	22	9,8%	60	26,7%
Contradiction Followed by Counterclaim	16	7,1%	8	3,5%

As the table above, according to the frequencies and percentages male tend to use Contradiction strategy (17,8%) as it more direct and shorter. Men feel free to use face threatening strategy especially in applying contradiction. While female, the higher frequencies and percentages goes to Counterclaim (26,7%) which shows women more cautions and use more polite strategy to show their disagreement responses. For male the least frequency goes to Contradiction Followed by Counterclaim (7,1%) while for female the least frequency goes to Irrelevancy Claim (3,%) and Contradiction Followed by Counterclaim (3,5%).

Graphic 4.5 the differences between male and female students in  
response disagreement



Based on the graphic above, it can be seen that female students mostly uttered counterclaim than contradiction. Opposite with male students tend to using contradiction than counterclaim. Male students tend to be more confrontational when they express their disagreement to all of type of interlocutors with various kind of power relations, genders, and social distances. On the contrary, female in response disagreement, they tend to be polite even the disagree by saying indirectly. Female keep maintain positive self- image and to avoid judging impoliteness from others interlocutors.

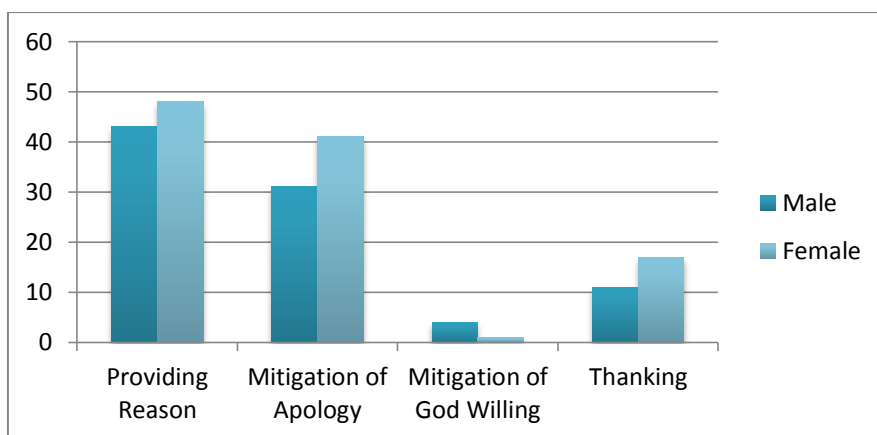
As mentioned earlier, beside the strategies introduced by Muntigl and Turnbolls' taxonomy, the researcher also found four other pattern were used frequently by both male and female students. Previously this pattern had been also discovered by Samira bavarsad et.al in their journal. The table below show and summarize the frequency and percentage of applying these patterns.

Table 4.33 the differences between male and female in response  
disagreement

Type of disagreement	Male		Female	
	Frequency	Percentage	Frequency	Percentage
Providing Reason	43	19,1%	48	21,3%
Mitigation of Apology	31	13,8%	41	18,2%
Mitigation of God Willing	4	1,7%	1	0,4%
Thanking	11	4,9%	17	7,6%

As shown in the table above, the high frequency of providing reason (male : 19,1%, female : 21,3%) proves that both male and female have a high tendency to keep the distance with other interlocutor in conversations and try to keep the face of the addressee by not producing a direct contradiction. After providing reason, the highest frequency goes to 'mitigation of apology' (male:13,8%, female : 18,2%), thanking, (male : 4,9%, female 7,6%) and mitigation of god willing (male: 1,7%, female: 0,4%) are the next used pattern in order.

Graphic 4.6 the differences between male and female students in response disagreement



Based on the graphic above, it can be seen that both male and female students mostly using providing reason to response their disagreement to their interlocutors. Both male and female students mostly used “providing reason” toward same sex interlocutors. Otherwise, male and female students tend to use ‘refusing to cooperate’ towards opposite sex interlocutors.

In another phase, the second research question delved does gender differences influence politeness in expressing disagreement. Similar to the analysis conducted to answer the first question, the responses given by male and female to the scenarios simulating situation to express disagreement also to analyze gender influences, and added from the data obtained from the interview. The result show gender highly affect the politeness while performing disagreement expression even when there is a

high amount of solidarity. In this way it was found that both male and female employ conflictives, which have the most impolite intention, mostly when and where the addressee is of the same sex and have equal status with the interlocutors. It is also same in cross sex conversation (male – female or female – male), both male and female contradict directly moreover the distance is less. To the same sex with the higher status of interlocutors, both male and female in responses disagreement more indirect and provide reason to reduce the threat they are imposing on the interlocutor' face. It is also applicable to higher status in cross sex conversation (male – female or female – male). Whereas to the same sex with the lower status, both male and female mostly keep attitude and try to be polite. It is opposite with cross sex conversations, male more directly then female students.